



CAMBRIDGE
UNIVERSITY PRESS



UNIVERSITY of CAMBRIDGE
ESOL Examinations

Cambridge English

Complete CAE

Teacher's Book

Guy Brook-Hart and Simon Haines

Official preparation material for **Cambridge English: Advanced**,
also known as **Certificate in Advanced English (CAE)**

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org

Information on this title: www.cambridge.org/9780521698450

© Cambridge University Press 2009

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place without the written
permission of Cambridge University Press.

First published 2009

5th printing 2012

Printed and bound in the United Kingdom by the MPG Books Group

A catalogue record for this publication is available from the British Library

ISBN 978-0-521-69845-0 Teacher's Book

ISBN 978-0-521-69843-6 Student's Book with answers with CD-ROM

ISBN 978-0-521-69842-9 Student's Book without answers with CD-ROM

ISBN 978-0-521-69847-4 Class Audio CDs (3)

ISBN 978-0-521-69844-3 Student's Book Pack (Student's Book with answers, CD-ROM and Class Audio CDs (3))

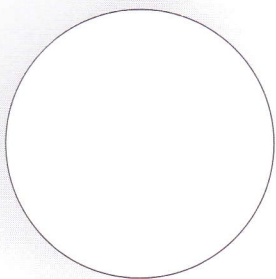
ISBN 978-0-521-69849-8 Workbook with answers with Audio CD

ISBN 978-0-521-69848-1 Workbook without answers with Audio CD

Cambridge University Press has no responsibility for the persistence or
accuracy of URLs for external or third-party internet websites referred to in
this publication, and does not guarantee that any content on such websites is,
or will remain, accurate or appropriate. Information regarding prices, travel
timetables and other factual information given in this work is correct at
the time of first printing but Cambridge University Press does not guarantee
the accuracy of such information thereafter.

Contents

	Introduction	4
1	Our people	6
	Photocopiable activity: From 12 to 15: a quiz	12
	Wordlist: Unit 1	13
2	Mastering languages	14
	Photocopiable activity: Mini-debates	22
	Wordlist: Unit 2	23
3	All in the mind	24
	Photocopiable activity: Thinking creatively	32
	Wordlist: Unit 3	33
4	Office space	34
	Photocopiable activity: Redesigning the reception	40
	Wordlist: Unit 4	41
	Progress test: Units 1–4	42
5	Dramatic events	46
	Photocopiable activity: Shortlisted heroes	53
	Wordlist: Unit 5	54
6	Picture yourself	55
	Photocopiable activity: An arts festival	63
	Wordlist: Unit 6	64
7	Leisure and entertainment	65
	Photocopiable activity: New town plans	71
	Wordlist: Unit 7	72
	Progress test: Units 5–7	73
8	Don't blame the media	77
	Photocopiable activity: Front page news	85
	Wordlist: Unit 8	86
9	At top speed	87
	Photocopiable activity: The multiple meanings race	93
	Wordlist: Unit 9	94
10	A lifelong process	95
	Photocopiable activity: Five-minute lessons	101
	Wordlist: Unit 10	102
11	Being somewhere else	103
	Photocopiable activity: <i>The Travel Show</i>	109
	Wordlist: Unit 11	110
	Progress test: Units 8–11	111
12	The living world	115
	Photocopiable activity: Optimism or pessimism? Is there a third way?	122
	Wordlist: Unit 12	123
13	Health and lifestyle	124
	Photocopiable activity: A sports event – yes or no?	132
	Wordlist: Unit 13	133
14	Moving abroad	134
	Photocopiable activity: An Irish emigrant's story	142
	Wordlist: Unit 14	143
	Progress test: Units 12–14	144
	Progress tests: answers	148
	Writing reference: answers	149
	CAE model paper from Cambridge ESOL: answers	151
	CAE model paper from Cambridge ESOL: recording script	153
	Acknowledgements	159



Introduction

Who *Complete CAE* is for

Complete CAE is an enjoyable and motivating topic-based course designed to give a thorough preparation for the Cambridge ESOL Certificate in Advanced English exam (Common European Framework (CEF) level C1). It is particularly suitable for mature teenagers and young adults. It offers:

- comprehensive coverage of all major grammar areas which are known to be essential for success in the CAE exam from the Cambridge Learner Corpus (see below).
- vocabulary input, particularly focusing on common vocabulary mistakes and confusions known to be made by CAE candidates from the Cambridge Learner Corpus.
- stimulating authentic reading texts providing training in the reading techniques and strategies needed to deal with exam reading tasks.
- listening activities providing practice with strategies for handling exam listening tasks.
- a systematic approach to exam speaking tasks. These include helpful guidelines as well as models, many based on native speakers performing the same tasks, which provide clear outcomes for improved exam performance.
- a step-by-step approach to writing tasks with models to work from.
- many opportunities for personalisation with further speaking activities.


What the Student's Book contains

- 14 topic-based units of 9 pages each covering topic areas frequently encountered in the CAE exam.
- Each unit is followed by a one-page unit review covering the key grammar and vocabulary in that unit.
- Each unit covers one part from each of the five papers which comprise the CAE exam, so all units contain work on Reading, Writing, Use

of English, Listening and Speaking. They also contain coverage of essential grammar and vocabulary.

- Practice for each part of the exam is accompanied by detailed information and advice about what the task involves and how best to approach it.
- Each exam task-type is integrated into a range of classroom work designed to give students the techniques and strategies to deal with the demands of the CAE exam.
- Writing and Speaking reference sections containing detailed advice to students on how to approach writing and speaking tasks in the exam, and writing models as examples.
- A complete CAE exam supplied by Cambridge ESOL.
- A CD-ROM (for Windows XP, Vista and Mac OSX 10.4) intended for self-study or CALL centre use which provides students with a wealth of interactive exercises, including further listening practice exclusive to the CD-ROM. This is included in every copy of the Student's Book.


What the Workbook contains

- 14 units for homework and self-study. Each unit contains full exam practice in either one part of the CAE Reading Paper or two parts of the CAE Use of English Paper.
- Each unit contains full exam practice in one part of the CAE Listening Paper.
- Further practice in the grammar and vocabulary taught in the Student's Book.
- exercises for the development of essential writing skills such as paragraph organisation, self-correction, spelling and punctuation based on the results from the Cambridge Learner Corpus .
- an audio CD containing all the listening material for the Workbook.

The Cambridge Learner Corpus (CLC)

The Cambridge Learner Corpus (CLC) is a large collection of exam scripts written by students taking Cambridge ESOL English exams around the world. It currently contains over 95,000 scripts and is growing all the time. It forms part of the Cambridge International Corpus (CIC) and it has been built up by Cambridge University Press and Cambridge ESOL. The CLC currently contains scripts from over:

- 95,000 students
- 100 different first languages
- 180 different countries

Exercises in the Student's Book which are based on the CLC are indicated by this icon: .

What the Teacher's Book contains

- Unit notes for the 14 units of the Student's Book which:
 - state the objectives of each unit
 - give step-by-step advice on how to treat each part of each Student's Book unit
 - offer a wide range of suggestions for alternative treatments of the materials in the Student's Book
 - offer a wide range of ideas for extension activities to follow up Student's Book activities
 - contain comprehensive answer keys for each activity and exercise, including explanatory notes for selected parts of CAE Reading Paper practice
 - contain complete recording scripts. The sections of these scripts which provide the answers to the listening tasks are underlined.
- 14 photocopiable activities, one for each unit, designed to provide enjoyable recycling of work done in the Student's Book unit, but without a specific exam focus. All photocopiable activities are accompanied by teacher's notes outlining:

- the objectives of the activity
- a suggested procedure for handling the activity in the classroom.
- 4 photocopiable progress tests, one every four units, to test grammar and vocabulary taught in the units.
- 14 photocopiable wordlists containing 25–30 lexical items encountered in the Student's Book units or the recording scripts and accompanied by definitions from Cambridge dictionaries. The lists not only contain useful items of vocabulary such as phrasal verbs but also longer phrases, including collocations (words that are regularly used together in natural language use) and idiomatic expressions. The definitions given match the items as they are used in context in the course. The wordlists are intended as an extra tool for extending and reinforcing students' vocabulary and for equipping them with the lexical knowledge required for the CAE exam. For suggestions on how to use the wordlists, please see page 11. More complete wordlists for each unit can be found at www.cambridge.org/elt/completecae.

What the Class Audio CDs contain

Three audio CDs containing listening material for the 14 units of the Student's Book plus the Listening Test supplied by Cambridge ESOL. The listening material is indicated by a different coloured icon in the Student's Book for each of the CDs.

Unit 1 Our people

Unit objectives

- **Reading Part 1:** introduction to task type, skimming for general ideas, finding and understanding the relevant text before approaching multiple-choice questions
- **Writing Part 1:** introduction to Writing Part 1 requirements and a letter task type, deciding on style, choice of past tenses, formal and informal vocabulary
- **Use of English Part 4:** introduction to task type, work on homonyms, identifying type of word needed
- **Listening Part 4:** introduction to task type, predicting what will be said and how ideas will be expressed
- **Speaking Part 1:** introduction to task type, giving extended answers, giving extra details, using a variety of tenses
- **Grammar:** revision of verb forms to talk about the past, focusing on common mistakes by CAE candidates with present perfect and past tenses
- **Vocabulary:** collocations with *give*, *do* and *make*

Starting off

1 As a warmer

- Ask students to work alone and write on a piece of paper six statements which describe their personality, e.g. *I'm an incredibly untidy person*, *I've got a very quick temper*, etc. Tell them three of the statements should be true and three false and they should be mixed up.
- Students then work in small groups. They take turns to show their paper to the other students, who try to guess which statements are true and which are false.
- The student who is being discussed should then confirm or deny what their partners say and say why.
- When they have finished, ask the whole class how easy it was to guess which statements were true or false and what they based their judgements on.

- 2 Encourage students to look at both sides of the argument, i.e. how the factor doesn't reflect personality as well as how it does.
- 3 Encourage students to identify the speaker's main ideas to ask questions about.

Listening Part 4

- 1 As a warmer Ask students to look at the photos with Task One covered and to say what they think each occupation is and why.

Answers

1 A 7 B 1 C 6 D 4 E 5 F 8 G 3 H 2

2 Students' own answers 3 Students' own answers

- 2 Tell students that predicting what they might hear is an important skill for success in listening exercises.

Suggested answers

A his/her underwater adventures, out in all weathers B out in all weathers C complete dedication to his/her craft D perform a new trick, complete dedication to his/her craft E a few of his/her recordings F what it would be like tomorrow G digging at some excavation or other, out in all weathers, the first person to set foot in a place H the first person to set foot in a place, out in all weathers, his/her underwater adventures

- 3 **Alternative treatment** Ask students to work in pairs and explain what each option means; e.g. if someone has a positive outlook on life (Task Two A), they are probably optimistic, expect good results from their activities and expect to be successful.
- 4 A common mistake students (and exam candidates) make is to forget that there are two tasks that they must deal with, and also that they may hear the answer to Task Two before they hear the answer to Task One.

Answers

1 B 2 G 3 D 4 A 5 E 6 E 7 F 8 D
9 G 10 A

Recording script CD1 Track 2

Speaker 1: You know, it's funny because when I was a kid I was never really aware of just what an extraordinary woman my Aunt Patty is. I mean, she's always lived in the same town as us, but she was always away working so I didn't really see too much of her, to tell the truth. Not till much later, that is, when she invited me to

come out on one of her trips – I guess I must have been fourteen or fifteen by then, probably – and it was a real eye-opener to see her at work. I mean, she was doing what many people think is a man's job. She'd be out in all weathers, even in these really mountainous seas, but you know, she never used to panic – she just got on with the job, whatever the danger. She seemed to know just what to do even when things got really rough. She was just totally in her element and she impressed me no end.

Q1

Q6

Speaker 2: For my dad nothing was too much trouble, especially when people showed a bit of interest in what he was up to. You know, when he was working – he's retired now, well more or less anyway – he'd be digging away at some excavation or other and members of the public, visitors, would just come up to him and start talking to him and he'd drop whatever he was doing and, you know, even if he was tired because he'd been working all day, he'd probably give them a tour of the site and a free lecture on top of that. Personally, I wouldn't have that sort of patience. I'm more like my mum in that way.

Q2

Q7

Speaker 3: Yeah, yeah, my brother's a real perfectionist too. You know, he's been getting this new show ready recently and he's been going to incredible lengths to get this new trick right. Yeah, right, yeah, like he's been practising and practising in front of this video camera he's got for weeks, it seems – it's been driving the rest of us mad! Yeah. You see, he plays it back afterwards, the camera I mean, to check you can't see how it's done from any angle. He just wants to hoodwink absolutely everyone in the audience even though they're usually only just kids, so he goes on and on till he's got everything absolutely perfect.

Q8

Q3

Speaker 4: Ivan was really one of my dad's mates, but as he was single and a really good friend of Dad's, we counted him as one of the family. And he was incredibly generous with us kids – always came back with some unusual gift or other from his trips. And then he'd sit down with us and help us do our schoolwork and so on. We loved him and we loved his stories of his underwater adventures and the strange creatures he'd seen. He made it sound as if he'd been doing something extremely

Q9

Q4

dangerous and he'd been incredibly brave. All tremendously exaggerated, no doubt, but we lapped it all up.

Speaker 5: Margo was one of my mother's cousins, actually. Personally, I never got to know her well because she was always travelling here and there – she had so many engagements. I have got a few of her recordings from her younger days, though. The sound quality is not too good now because we've listened to them so many times, but I think her playing really does reflect her optimism and joy. You just wouldn't suspect that she was going blind at the time. What courage in the face of such an affliction, don't you think?

Q5

Q10

5 **Alternative treatment** Ask students to give a short talk on this subject. They should:

- take a few minutes to prepare and write a few notes
- talk for one or two minutes to their partner
- expect to answer a few questions from their partner about their talk.

Grammar

Verb forms to talk about the past

1 **As a warmer** Ask students:

- When you're speaking in (*students' own language*), do you often talk about the past?
- What things in the past do you most often talk about?
- Do you find it interesting to talk about the past? Why (not)?

Answers

2 b 3 a 4 e 5 h 6 g 7 d 8 f

When they have finished the exercise, go through the Grammar reference on pages 148–149 (Verb forms to talk about the past) with them.

2

Answers

2 *would* + infinitive, *used to* + infinitive 3 past continuous 4 past perfect simple 5 past perfect continuous 6 present perfect continuous 7 present perfect simple

3

Answers


1 left 2 has been studying, has not gone/been
3 came, started, was making, continued
4 had, had been working / had worked, had not
been wearing / was not wearing
5 grew, belonged / had belonged, have sold

Extension idea Ask students to write two or three sentences about themselves using the tenses focused on in the exercise.

4

Answers

2 never used to bring 3 would always ask
4 used to be 5 built 6 used to know
7 have come 8 have gradually been changing
9 used to go 10 were 11 would look

- 5  Tell students that they should look out for these kinds of mistakes when speaking or writing and correct them.

Answers

2 were 3 was 4 hadn't organised 5 didn't take
6 have been invited 7 have only been living, has
lived 8 haven't noticed

This may be a suitable moment to do the photocopiable activity on page 12.

Reading Part 1

- 1 Suggest to students that they can talk about the activity or relationship they find most interesting or exciting.
- 2 Ask students to work in pairs and justify their choice of genre for each text.

Answers

Text 1: b Text 2: a Text 3: c

- 3 Tell students that in the exam they will have to answer two multiple-choice questions about each of the three passages. However, before they look at the four choices, it's always a good idea to read the question and try to locate and understand the relevant passage in the text first. Ask students to work in pairs to do this exercise and to:
- discuss their answers in their own words
 - underline the relevant passages in the texts which give them the answers.

Suggested answers

1 That the bookseller could tell her as much about the country's history as she could learn from reading a book. 2 People in the family were more relaxed and talked and joked more openly than the people the author had eaten with in the mountains. 3 Mel used the remote control, thereby breaking a rule in their relationship. 4 He likes watching television, he likes clear rules in his relationships, he's a little frightened by his girlfriend. 5 They would have preferred her to have become a lawyer although they said she should do what she liked; they never dreamt that she would become a fisherman. 6 By working on the boat for longer than any of the other crew members.

Alternative treatment To give students practice in summarising a short text and speaking at length, you can do the following:

- Students work in groups of three. Each group reads one text only from Exercise 3 and answers the questions for that text.
- They now form new groups of three, with students who have read the other two texts. They take turns to summarise the text they have read and explain the answers to the questions for that text. The other two students look at the multiple-choice questions in Exercise 3 and choose the correct answer based on what they have been told.
- Students then return to their original groups and check the answers to questions 1–6 in Exercise 3 together, based on what they have been told.

4

Answers

1 D 2 A 3 D 4 C 5 C 6 C

Notes

- 1 D I spent hours listening to the bookseller's stories ... I realised that he was himself a living piece of his country's cultural history
- 2 A a huge contrast to the simple meals I'd shared with the people in the mountains.
- 3 D What really wound me up, however, was the fact that she'd used the remote control to do it, adding insult to injury. It was an unofficial rule of ours that I looked after all TV channel-changing duties
- 4 C We'd arrived at these and other rules through a process of trial and error over the course of our four-year relationship. These rules made me happy. I always knew where I stood. But when you abandon rules there's bound to be chaos, and right now what I had on my hands was a serious case of anarchy.

- 5 C my parents never dreamed that it might come back to haunt them when I decided that what I liked and wanted to become was a fisherman.
- 6 C By the time I graduated from college I had outlasted the original crew members I had started with ... and became captain of the boat by attrition.

- 5 Ask students to write down the questions they would ask and take the opportunity to check that they know how to form questions correctly.

Vocabulary

Collocations with *give*, *do* and *make*

1

Answer

B

2 ①

Answers

2 gives does 3 ~~did not show~~ did not give
4 give make 5 correct 6 made given 7 give make
8 correct 9 made given 10 give make

3

Answers

2 give 3 make 4 give 5 give 6 do 7 make
8 make 9 give

Use of English Part 4

- 1 In the novel that Text 2 comes from, 'Have I missed something here?' is at the beginning of a chapter and it's not immediately clear to the reader what is meant. By elimination, students should arrive at answer d, but you should ask them: What has the narrator not noticed? (Suggested answer: the need to talk about their relationship / the need to talk instead of watching television.)

Answer

d

- 2 Ask students: How can we tell which meaning of *missed* is the correct one? (Answer: from the context.) Tell them that the dictionary contains other meanings of *miss* as a verb. Ask them to suggest other meanings they know.

Answers

1 a 2 c 3 b

- 3 Tell students that they will have sentences like this in the exam. Explain that they should start by identifying what type of word they need (noun, adjective, etc.) because they will need the same type of word in each gap (i.e. *warm* will be an adjective in all three gaps, not a verb in one of them).

Answers

1 adjective 2 noun 3 noun 4 noun

- 4 Students should try different words in each of the gaps until they find one which fits in all three gaps.

Answers

1 warm 2 job 3 force 4 life

- 5 Tell students to do these questions following the steps in Exercises 3 and 4, i.e. identifying the type of word needed, then thinking of different possibilities until they find one which fits all three gaps.

Answers

1 position 2 running 3 take 4 strict
5 switched

Extension idea

- Ask students to use a good advanced learner's dictionary (e.g. the *Cambridge Advanced Learner's Dictionary*) and to find a word with several meanings.
- Ask them to write three sentences of their own on a piece of paper using the word with different meanings in context, but with a gap where the word itself should be.
- Collect and photocopy the sentences on one or two sheets of paper and distribute copies to the whole class, who then solve the questions set by other students.

Speaking Part 1

- 1 As a warmer With books closed, tell students that in Speaking Part 1 they will be asked questions about themselves, their background and their activities and interests (you can write these as headings on the board). Ask them to work in small groups and brainstorm five or six questions they might be asked. They then open their books and compare their questions with questions 1–8 in this exercise.

Answers

a 1, 3, 4 b 2, 5, 6, 7, 8

2 ②

Answers

Nagwa: 2 Carlos: 6

Recording script CD1 Track 3

1

Nagwa: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly – she'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation.

2

Carlos: One of the best is really from the summer vacation which we always used to spend together as a family at the seaside and going out fishing with my dad in a small boat. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

Carlos: One of the best is really from the summer vacation which we always used to spend together as a family at the seaside and going out fishing with my dad in a small boat. Yes, that's a very good one, because I loved being close to my dad and doing things with him, you know, things I wouldn't have done with my mum.

Teacher: And Nagwa, what is the best way for people visiting your country to make friends?

- 3 When students have answered the questions, elicit from them why it's important to:
- give fairly long answers (*Answer:* This allows the examiners to listen and assess their level of spoken English.)
 - give details to support their answers (*Answer:* This shows they can express themselves confidently and at length.)
 - use a variety of tenses (*Answer:* To show their command of grammar.)
 - speak in a natural, relaxed way (*Answer:* This part of the test is supposed to be a fairly informal conversation.).

You can also point out that in preparation students can think about how they would talk about their activities and interests, but they should not prepare set speeches. The examiners want to hear natural, spontaneous English.

Answers

1 F 2 T 3 T 4 T

Recording script CD1 Track 4

Teacher: Nagwa, can you tell me, have you ever had the opportunity to really help a friend?

Nagwa: Yes, I was able to give a friend a room once when she had to move out of her house quite quickly – she'd been having problems with one of her flatmates, so she came to stay with us for a while, just for a few months, and I think that helped her quite a lot in her situation.

Teacher: Thank you. Carlos, a question for you. What's your happiest childhood memory?

- 4 **Alternative treatment** Tell students they can also ask each other some of the questions they prepared for the warmer with Exercise 1.

There is extra help for students on Speaking Part 1 in the Speaking reference on page 175.

Writing Part 1 A letter

- 1 **As a warmer** With books closed, ask students:

- What do you think are the benefits of studying in an international college with students from other countries?
- (*if appropriate*) If you were going to do a summer course in an international college, what would you choose to study and which country would you choose to study in?

Point out that it is important to identify who will read the letter and to write it with that reader in mind. Identifying the reader will determine the style the writer uses.

Answers

1 your friend Elena 2 informal 3 *Students should underline:* letter saying whether you think she should study at the college ... and giving your reasons, Should come because ..., worried about feeling lonely, friend I made the first day, want to have time off, our free-time activities, are the teachers good? Our teacher is great because ...

4 *Suggested answers:* she'll learn a lot of English, expensive but good value for money, interesting people, chance to visit the region, good social life, excellent teacher(s), etc.

2

Answers

1 Yes 2 informal 3 you'll learn so much English, you'll make plenty of friends, plenty of free time, visited quite a few places, playing tennis, having a really good time, teacher is excellent, she's experienced and interesting, Do come if you can – you won't regret it!

3

Answers

2 actually met 3 were sitting 4 had been
 5 we've been doing 6 I've already visited
 7 joined 8 we've played 9 I've been having
 10 She's taught 11 was 12 actually used to teach

- 4 Ask students to suggest a few words and phrases which they would put in their notebooks. Give them a few minutes to copy them down. Suggest they try using some of them when they do the writing task.
- 5 Remind students they will have about 45 minutes for this in the exam, but tell them that at this stage they should take their time and concentrate on writing well and using language they have studied recently. If you wish, you can give this task for homework.

For more on writing letters, you can refer students to pages 173–174 (Writing reference – Letters).

Photocopiable wordlists

We suggest that the best time to hand out these lists is towards the end of the unit, perhaps before doing the Speaking or the Writing sections. Students may use these lists for self-study and reinforcement of vocabulary encountered in the unit or in the recording scripts. Here are some suggestions for how students can use them which you can discuss with them.

Students should use the reference given to find the items in the unit and study how the words/phrases are used in context. A student's version of the recording scripts for each unit can be found at www.cambridge.org/elt/completecae.

They can use a learner's dictionary (such as the *Cambridge Advanced Learner's Dictionary*) to compare the dictionary definitions with the definitions given in the wordlist. In many cases the definitions will coincide, but they will be able to study further examples in the dictionary.

More complete wordlists for each unit are available at www.cambridge.org/elt/completecae. At this web page, students will also find a link to Cambridge Dictionaries Online.

Students can annotate the wordlists themselves or copy items to their notebooks for further study.

You can suggest to students that they should not try to memorise all the items, but they should select a number of words and phrases that seem most useful to them and try to use them when doing speaking and writing tasks (see Preparing for the Writing Paper in the Student's Book page 165).

Unit 1 photocopiable activity:

From 12 to 15: a quiz Time: 20–30 mins

Objectives

- To help students to get to know each other
- To practise tenses used to talk about the past
- To encourage oral fluency

Before class

You will need one photocopy of the activity page for each student.

In class

- 1 **As a warmer** Tell students they will talk about what they were like between the ages of 13 and 15. Ask them to work alone and write down four or five adjectives (both positive and negative) which describe them at that age, e.g. *tidy*, *disobedient*, etc. Students then work in pairs, read their adjectives to each other and explain why they were like that.
- 2 Then give them the photocopy and ask them to do Exercise 1.
- Tell students to ask their partners supplementary questions while they are talking, e.g. Did you have a lot of friends? Were they mainly boys or a balance of boys and girls?
- 3 Students should change partners to do this exercise. Tell them to back up what they say with examples from their own childhood. Ask them: Do any of these quotations reflect attitudes to childhood and children which are typical in your country?

Extension idea Ask students to think of a quotation about childhood in their own language. Tell them they should explain it in English to their partner.

From 12 to 15: a quiz

- 1 What were you like as a young teenager between the ages of 13 and 15? Work alone to answer these questions.

1 Who did you like to spend your weekends with?

- A My family
- B One or two close friends
- C A large group of friends
- D Alone

2 Where did you use to spend your weekends?

- A At home
- B Out in the city
- C Out in the country
- D Somewhere else

3 Which person in your life had the most influence on the way you thought and behaved?

- A A relative
- B A friend
- C A colleague
- D A teacher
- E Someone else

4 Where was your best holiday ever?

- A At home
- B Visiting a city
- C By the sea
- D In the country/mountains
- E Somewhere else

5 When you got into trouble with your parents or with teachers, did you:

- A become silent and nervous?
- B tell a joke?
- C keep calm and try to talk your way out of trouble?
- D panic?

6 Which best describes you when you were at school at this age?

- A I used to be very obedient and do everything the teacher said.
- B I used to be bored and daydream a lot of the time.
- C I used to concentrate on my work and get good marks.
- D I used to be naughty and I'd play up (behave badly) in class.

7 How did you normally spend your evenings after school?

- A I'd stay at home and do my homework.
- B I'd help my family with the housework.
- C I'd get on the phone or chat to my friends.
- D I'd watch TV.
- E I'd go out.

8 Think of at least two occasions during this time when you were particularly successful at something. Which of the sentences below best reflects your reaction?

- A I've worked hard for this. I deserve it.
- B I haven't worked particularly hard for this. I'm just good at it.
- C I've been lucky this time.
- D I'm used to this. It doesn't mean much to me.

- 2 Work in pairs. Tell each other your answer to each question and give details or tell a story for each answer.

- 3 Work in small groups. Read these quotations about childhood. Which do you agree with and which do you disagree with? Why?

- 'I've never let my school interfere with my education.' (Mark Twain)
- 'Children today are tyrants. They contradict their parents, gobble their food, and tyrannise their teachers.' (Socrates)
- 'People who get nostalgic about childhood were obviously never children.' (Bill Watterson)
- 'There was a time when we expected nothing of our children but obedience, as opposed to the present, when we expect everything of them but obedience.' (Anatole Broyard)
- 'The reason grandparents and grandchildren get along so well is that they have a common enemy.' (Sam Levenson)

Wordlist

Unit 1

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completcae).

act on sb's (advice) *vp* (11) to do something because someone has said that you should

add insult to injury *vp* (12) to make someone's bad situation worse by doing something else to upset them

be in your element *pp* (RS) to be very happy because you are doing what you like doing and are good at

be only natural to do sth *adjp* (12) to be normal or expected

be up to sth *v* [I] (RS) to be doing something

believe wholeheartedly in sth *vp* (12) to believe something completely, without any doubts

come round *v* [I] (10) to visit someone at their house

drive sb mad *vp* (RS) INFORMAL to make someone feel extremely annoyed

drop what you are doing *vp* (RS) to stop what you are doing, often in order to do something else

go to incredible lengths to do sth *vp* (RS) to try extremely hard to achieve something

hold down a job *vp* (14) to manage to keep a job

move on *v* [I] (12) to leave the place where you are and go somewhere else

move out *v* [I] (RS) to stop living in a particular home

nothing is too much trouble *idiom* (RS) used for saying that someone does everything they can to help you even when it involves a lot of effort

over the course of (a period of time) *pp* (12) during

positive outlook *adj+n* (9) a way of thinking in which you believe that generally good things generally will happen

process of trial and error *np* (12) a way of learning the best way to do something by trying many different methods

prolong sth *v* [T] (14) to make something last longer

recount sth *v* [T] (11) to tell a story or describe past events

refund *n* (14) an amount of money that is given back to you, especially because you are not happy with something you have bought

regime *n* (11) a system of government or other control, especially one that people do not approve of

run for parliament *vp* (15) to compete in an election in order to become a member of parliament (MEMBER OF PARLIAMENT = to be one of the elected body of people who make the laws for a country)

set foot in (a place) *vp* (9) to enter

splitting headache *adj+n* (10) a very bad headache

well-intentioned advice *adj+n* (12) advice that is given in order to be helpful and kind but that does not help in a situation

wind sb up *v* [T] (12) INFORMAL to annoy someone, often on purpose

Unit 2 Mastering languages

Unit objectives

- **Reading Part 2:** introduction to task type, scanning, identifying main purpose of paragraphs
- **Writing Part 2:** introduction to task type, analysing the question, expressing purpose, reason and result, analysing the structure and layout of a report, writing a report
- **Use of English Part 3:** introduction to task type, work on affixes, spelling of words with affixes and inflections
- **Listening Part 1:** introduction to task type, predicting answers
- **Speaking Part 2:** introduction to task type, listening to a native speaker doing the speaking task, using adverbs in discourse
- **Grammar:** expressing reason, purpose and result
- **Vocabulary:** words and phrases connected with languages and language learning, collocations with *make*, *get* and *do*

Starting off

- ① **As a warmer** Tell your students that the unit they're starting is about learning languages. With books closed, ask them to work in pairs and brainstorm as many reasons as possible for learning a foreign language. Get feedback from the whole class. Then ask students to discuss in pairs their own reasons for studying English.

Answers

- 2 switch 3 fashionable loanwords
4 mother tongue 5 a bit rusty 6 pick up
7 an excellent command 8 highly articulate
9 accurately 10 fluency 11 persuasion



Recording script CD1 Track 5

Woman 1: Where I live people tend to be bilingual – they speak the regional and the national language and they switch between languages with ease. As a result, they seem to find it easier to learn other languages as well. At least I know quite a lot of people who speak several foreign languages.

Man 1: People do worry a bit about how the language is changing. I think, due to globalisation I suppose, lots of fashionable loanwords are coming into the language, particularly from English, so my mother tongue is not at all the same as it was, say, fifty years ago. Personally, I don't know if that's a bad thing – I mean, if people find it easier to express themselves using loanwords, then perhaps they should.

Woman 2: I find it frustrating because I spent years trying to reach an advanced level but now my English has got a bit rusty because I don't use it very often and that's a pity.

Man 2: I spent years at school studying Spanish and never learnt to speak it well. I guess I should have been sent on an exchange to a Spanish or a Mexican school for six months or thereabouts 'cause everyone knows that living in the country, you just pick up the language naturally and that's just about the best way to learn it.

Woman 3: I'm really dedicated to studying languages. I aim to achieve an excellent command of English, which means becoming highly articulate and being able to use the language accurately and effortlessly.

Man 3: Language is a tool for achieving other things and, frankly, I wouldn't consider accuracy to be as important as fluency when learning a foreign language. I think the main thing is to make oneself understood.

Woman 4: We live in a highly competitive world. Countries compete with each other, employers compete with each other and people compete. Consequently, we should be teaching young people to use language for persuasion rather than self-expression. It's all very well being able to say what you think and feel, but you've got to be able to sell yourself, sell your product, achieve your aims.

- 3 Students needn't remember the exact words – the gist is sufficient – but encourage them to use the words in the box.

Reading Part 2

- 1 **Alternative treatment** Ask some of these questions:

- Do you know anyone who is particularly successful at learning languages?
- How do you define success at learning languages: learning quickly or with little effort, learning to speak a language very well, or learning to speak many languages?
- Can you explain what makes a person successful at learning languages?

- 2 Give students three minutes to scan the core text for this information.

Answers

talk to a native speaker; start with parts of the body, then common objects; after learning the nouns you can start to make sentences and get attuned to the sounds

- 3 This reading task in the exam tests students' ability to recognise the structure of the text and how paragraphs relate to each other. Tell students that it may be a good idea in the exam to make a note in the margin by each paragraph as they read. This helps to show how the argument is developing and makes referencing easier when they place the missing paragraphs. Students should always read the base text carefully first and follow the argument of each paragraph before looking at the missing paragraphs.

Answers

Paragraph 2: How Ken learnt languages
Paragraph 3: The biological basis of language
Paragraph 4: Ken's origins
Paragraph 5: A language Ken helped save
Paragraph 6: Ken's involvement in language theory
Paragraph 7: Reasons for protecting languages under threat

- 4 Tell students to use textual clues to do this. For example, tell them to find what *this* refers to in the opening to paragraph 3, *This is all the more confusing*. When they have finished, tell them to read their completed answer to check that all the paragraphs link together logically.

Answers

1 B 2 G 3 F 4 A 5 E 6 D

Notes

- 1 B he seemed a marvel. (end of paragraph 1) – And so he was. He had a gift. (start of paragraph B); the languages of native Americans [etc.] (end of paragraph B) – As many of these languages (start of paragraph 2)
- 2 G advice on learning a language. Start with parts of the body ... then common objects. After learning the nouns, ... make sentences and get attuned to the sounds. (paragraph 2) – Still, there is much more to language than that. (start of paragraph G); children receive no instruction in their native language ... fully master it in less than five years. (end of paragraph G) – This is all the more confusing as language is much more complex than, say, simple arithmetic, which often takes years to master. (start of paragraph 3)
- 3 F language is an innate human faculty (end of paragraph 3) – such an ability (paragraph F); his interest in language was just starting. (end of paragraph F) – He spent his childhood on a ranch (start of paragraph 4)
- 4 A childhood in Arizona (paragraph 4) – playing with Indian friends who taught him Hopi and Navajo. (paragraph A); languages that were dying out. (end of paragraph A) – One Indian language at its last gasp (start of paragraph 5)
- 5 E he worked tirelessly to learn endangered languages. (end of paragraph 5) – Kenneth could converse in about 50 languages ... He was the last person on earth to speak some languages. (paragraph E); They became extinct, and I had no one to speak them with. (end of paragraph E) – Despite these setbacks (start of paragraph 6)
- 6 D his other achievements were considerable. (end of paragraph 6) – the feat of learning so many languages ... he is likely to be remembered (paragraph D); those who may be a touch aggrieved (paragraph D) – And these people are often particularly upset (start of paragraph 7)
- 5 **Extension idea** When they have finished their discussion, students change groups and present some of their conclusions to the people in their new group.

Vocabulary

Collocations with *make*, *get* and *do*

- ① **As a warmer** Ask students to suggest verb–noun, verb–adverb and adjective–noun collocations. If they all speak the same language, ask them to suggest some mother tongue collocations. Using collocations is part of producing natural-sounding language. Tell students to collect collocations in their notebooks, perhaps in a special section. They should learn to look for new ones when reading.

Answers

2 make 3 get 4 made 5 done

②

Answers

make	get	do
a comment, a decision, a mistake, an effort, a point, a proposal, a suggestion, an apology, complaints, changes, friends, the right choice, use of something, an improvement	a job, a qualification, business, further information, money back	a job, a course, activities, business, exercise, harm, one's best, some shopping, sport, household chores, the cooking


get a job = obtain a job

do a job = perform or complete a job

get business = obtain (new) business

do business = conduct business

Extension idea If you have a class set of good learner's dictionaries, you can ask students to look up *make*, *get* and *do* and collect other collocations with these words, especially by studying the examples given with the definitions.

- ③  Tell students they should look out for and avoid these mistakes when speaking or writing. When writing they should be ready to use a dictionary to check for possible collocations.

Answers

2 receive get 3 give make 4 turn make
5 make do 6 achieve do 7 make do
8 practising doing

Listening Part 1

- ① **As a warmer** Ask students:

- What are the benefits of studying a foreign language which has few speakers?
- Have any of you done this? Why?

When students do the exercise in the book, point out that working on predicting answers and how they may be expressed is key to success in listening tasks. To help them with questions c and d, write the following words on the board: *throw*, *glue*, *stuff*, *now*, *colour*. Ask students to look at the box on page 21 showing *through*, *thorough*, *though*, *plough* and *rough*. Ask them which word on the board rhymes with each word in the box. (Answers: throw – though, glue – through, stuff – rough, now – plough, colour – thorough). You should also elicit what each of these words means.

② 

Answers

1 C 2 B 3 C 4 A 5 C 6 A

Recording script CD1 Track 6

Extract One

Woman: It's actually a remarkable book, Colin, and particularly because, unlike other travel writers, you've managed to get behind the scenes, talk to ordinary Mongolians in their own language and on their own terms. How in fact did you go about learning Khalkha? Did you go to classes?

Colin: Not exactly. I'd done that for Russian and Chinese, both of which I now speak fluently, but for Khalkha, well, I thought I should pick it up while I was there, you know, learn it on my own and in my own way, so as soon as I arrived I settled into a flat and immersed myself in the neighbourhood and just started talking to people and getting to know them.

Woman: And now you speak it fluently?

Colin: Well, I reckon I can more or less hold my own in a conversation.

Woman: And what do you think is the key to good language learning? Do you have to be naturally gifted?

Colin: Well, obviously for an adult it helps to have some sort of gift, and that's not something we've all got. Being fairly outgoing and uninhibited helps too. I mean, you won't get very far if you're scared of making a fool of yourself, but basically it's application. It's really getting down to it.

whatever the circumstances, and getting stuck into it because, you know, any language you learn is going to be more complicated than maths, and you don't learn maths just by being uninhibited!

Woman: Eventually, while you were there you had the amazing experience of being invited to live with a Mongolian family, didn't you? Tell us a little about that ...

Extract Two

Rajiv: I mean, I remember the trauma as a small child of ...

Susan: Come off it, don't exaggerate! Trauma!

Rajiv: I'm not! Let me finish! The trauma of learning how to spell – you know, they used to give us dictations in class to make sure we knew things like putting a double 'p' in 'approve' and spelling 'right' with 'G-H-T'. It's frankly absurd.

Susan: But it's part of the character and beauty of the language – not everything has to be reduced to something functional.

Rajiv: Maybe not, but as a language teacher it would make my life a lot easier ...

Susan: I wonder if that's true – after all, it's not you but your students that get into trouble with bad spelling. Anyway, nowadays with spellcheckers that's hardly their biggest handicap.

Rajiv: But they just don't know how to say new words correctly!

Susan: Then perhaps it's your teaching methods that need reforming!

Rajiv: You've really got it in for me today, haven't you? Anyway, I got to thinking about all this some time ago when I came across something in a magazine quite by chance. One thing it mentioned was that spelling reform would cut the space it takes to write something by about fifteen percent. Imagine, newspapers, libraries and bookshops with fifteen percent more room!

Susan: And think about having to reprint every book and replace every road sign. I think you're being unrealistic, quite honestly. Mind you, I've read a lot about dyslexia amongst English kids and apparently our complicated spelling system is a major factor there ...

Rajiv: If you can call it a system.

Susan: So you might have something there.

Extract Three

Simon: Doing a job interview in English is becoming a common experience for many people from overseas, Peggy, but what can they do to avoid coming a cropper?

Peggy: Q5 Well, Simon, the problem is that the candidate often lacks the sort of cultural background that would stand them in good stead in these situations, with the result that while their English is up to scratch, their responses take the interviewer by surprise. You know, a question like 'What do you most enjoy about your present job?', where the interviewer is expecting something about the challenge or working with friendly colleagues or such like, and the interviewee is completely thrown because in some cultures people don't necessarily equate work with pleasure at all.

Simon: It's more for making ends meet.

Peggy: Exactly. And at the same time, because they're nervous, they may be less expressive than normal anyway and this may also show up in their gestures and so on as well. In fact, for many jobs, especially jobs where language skills are not absolutely essential, interviewing isn't necessarily the best way of selecting the right employee anyway. And this goes for native speakers just as much as for people from overseas. A better approach might be to set up a simulation of the job in question so as to see whether the candidate has the skills and attitude they're looking for. Anyway, interviewers need to realise that they can't always expect people who've recently arrived from abroad to deal with interviews in a way that they, the interviewers, would find natural.

Simon: So the fault is often more with the interviewer, not the interviewee?

Peggy: Yes.

- 3 **Alternative treatment** Ask students to work alone and choose one of the two questions to prepare a short talk. Students then take turns to give their talks, either in small groups or to the whole class. If your students speak different languages, encourage them to choose the first question because what they say will be of interest to the whole class.

This may be a suitable moment to do the photocopyable activity on page 22.

Use of English Part 3

- 1 As a warmer Ask students: Why is English spelling difficult, both for learners and for native speakers?

Suggested answers

care: carer, caring, uncaring, careful, carefully, careless, carelessly, carefree; *critic*: criticise, criticism, critical, critically, uncritical, uncritically; *child*: children, childhood, childlike, childish, childishly, childishness, childless; *break*: broken, unbroken, breakable, unbreakable, unbreakably, outbreak, breakdown; *occasion*: occasional, occasionally; *force*: forceful, forcefully, forcible, forcibly, enforce, reinforce; *deep*: deepen, depth, deeply, deepening; *fragile*: fragility; *friend*: friendly, friendliness, unfriendly, unfriendliness, friendship, befriend, friendless

2

Answers

1 -ise, -en 2 -ion, -ment, -hood, -ity, -ship
3 -less, -able, -ly, -ful 4 -ally, -ly

3

Suggested answers

verbs: -ify (intense – intensify)
nouns: -age (bag – baggage), -al (arrive – arrival), -ant (participate – participant), -ance/-ence (interfere – interference), -dom (free – freedom), -ee (employ – employee), -er/-or (instruct – instructor), -ism (liberal – liberalism), -ist (motor – motorist)
adjectives: -al (logic – logical), -ial (face – facial), -ed (embarrass – embarrassed), -en (wood – wooden), -ese (Japan – Japanese), -ic (base – basic), -ing (embarrass – embarrassing), -ish (child – childish), -ive (act – active), -ian (Mars – Martian), -like (business – businesslike), -ly (friend – friendly), -ous (mountain – mountainous), -y (snow – snowy)
adverbs: -wards (back – backwards), -wise (clock – anticlockwise)

- 4 Tell students that both British and American spellings are acceptable but they must be used consistently.

Answers

Incorrectly spelled words: happening, development, reference, really, beautifully, truthful, dissatisfied, irregularity, undeniable, usable, refusing, basically, argument

- 5 Tell students to look out for and try to avoid these mistakes in their own writing. According to the Cambridge Learner Corpus, punctuation and spelling are the most frequent mistakes made by students in the CAE Writing paper.

Answers

2 beginning 3 successful 4 government
5 environment 6 really

- 6 The brand names are for the following products: *Gold Blend*: instant coffee, *Lego*: toy, *Ka*: car, *Macintosh*: computer, *Brut*: aftershave and men's perfume

- 7 Students should be given two minutes only to skim the text and answer the questions.

Answers

1 They investigate thousands of possible names, they run competitions amongst their employees, they check possible names for legal and linguistic problems. 2 The names are not legally available in all countries, the name is not pronounceable, the name may be irrelevant or taboo.

- 8 To do this activity, students should first decide what type of word is needed (noun, adjective, adverb or verb) and then decide what affixes they need. Ask students how best to decide what type of word they need. (*Answer*: by the words around it, e.g. after a preposition you need a noun or verb + *-ing*; by its position in the sentence, e.g. before a noun you probably need an adjective.) Point out that if they need a verb, they must choose the right form. If they need a noun, they must decide whether it is singular or plural.

Answers

1 savings 2 reality 3 actually 4 development
5 acceptable 6 unsuccessfully 7 competition
8 submitted 9 unusable 10 irrelevant

- 9 *Alternative treatment* Ask students to prepare a short presentation on one of the questions, which they should then give to the whole class.

Grammar

Expressing reason, purpose and result

- ① **As a warmer** You can write the following on the board and ask which sentence is the reason, the purpose and the result.

Olga went to Canada.

- a *She needed to perfect her English for her work.*
- b *She was going to attend English classes there.*
- c *While there she met someone who she later married.*

Students should identify that sentence a is the reason, b the purpose and c the result (but be aware that reason and purpose often overlap).

When they have finished Exercise 1, go through the Grammar reference on page 150 (Expressing reason, purpose and result) with them.

Answers

2 g 3 f 4 h 5 b 6 a 7 e 8 d



Answers

- 1 a 1, 2, 4, 6 b 5, 7, 8 c 3
- 2 a so as, b with the intention of, due to c so, with the result that, in case, otherwise

Extension idea Write the sentences below on the board and ask students to incorporate the ideas in sentences of their own to express a reason, purpose or result using the patterns they have just studied.

- *A tunnel was built under the English Channel.*
- *I'm studying for the CAE exam.*
- *Karol crashed his new car.*

Possible answers: A tunnel was built under the English Channel in order to connect the British Isles with the Continent / with the result that you can now travel by train between London and Paris in about two hours.

I'm studying for the CAE exam because I need the qualification / so as to get a better job in the future.

Karol crashed his new car due to ice on the road / and so he now takes the bus to college.

- ② Tell students they should look out for and avoid these mistakes when speaking or writing.

Answers

2 For 3 because of 4 so that 5 in order not to

Speaking Part 2

- ① **As a warmer** Ask students to discuss these questions:

- In what situations do people sometimes have to speak on their own?
- In which of these situations have you had to speak on your own?
 - leaving a voicemail message
 - giving a presentation to students/colleagues
 - giving a speech at a party or meeting
- How did you feel about the experience?
- What things make a speaker effective?

There are always two parts to a Speaking Part 2 task and it's important to deal with both. Ask students to identify the two parts. Tell them to choose the two photos which will allow them to speak the most.



Answers

1 Yes 2 chef demonstrating to a group how to prepare a dish, coach telling team how to win match, tactics, both tough explanations, but the coach has the toughest explanation because it's a large group of people, match might be crucial, has to use words, not screen.

Recording script CD1 Track 7

Bethia: OK, there's one picture of a man, he's a chef and he's talking to a group of people, could be giving them a demonstration of how to cook a meal? And there's a video screen, erm, and a mirror above showing the meal being cooked so people can see everything clearly. Yeah, perhaps he's mixing the food and putting it into pans and describing how to prepare this dish. And another picture is of a coach talking to his team, perhaps telling them how to win the match, giving them some tactics and things like that. So both of them are probably quite tough explanations to give because obviously they're talking to large groups of people. Well, the coach is talking to a large group of people, not the cookery teacher, and he has to explain everything with words and the match might be a crucial one, while the cookery teacher can actually show people in the mirror, so really I'd say the coach has got the hardest job, yeah.

3

Answers

actually, obviously, perhaps, probably, really

- 4 Tell students to use a range of vocabulary and show autonomy by not simply repeating the words of the question. They may gain higher marks in the exam by doing so.

Answers

tough, hard(-est)

- 5 Time the minute and tell students that they should continue speaking until you say *Thank you* to tell them to stop (the examiner in CAE Paper 5 will use *Thank you* to signal the end of a speaking task).

- 6 Tell students not to describe the photos in detail but to compare the general ideas that each photo conveys.

Extension idea After doing these exercises, find out from the class what difficulties they encountered in doing Speaking Part 2 (e.g. making sure they speak for the whole minute, expressing themselves when they lack a particular piece of vocabulary). Encourage students to suggest solutions to the problems they raise, and then possibly ask them to do one of the speaking tasks again.

There is extra help for students on Speaking Part 2 in the Speaking reference on page 176.

Writing Part 2 A report

- 1 **As a warmer** Ask students:

- What is a report?
- Do any of you ever write reports in your own language? What about?

Tell them a report is usually quite a formal piece of writing in which you explain or summarise information, past experiences or research, and present conclusions and possibly recommendations.

Ask students why it's important to identify the target reader. Tell them that to do the writing task realistically they should imagine themselves in the role suggested in the question and write to the target reader(s) specified. Point out that the question will always tell them who the target reader is.

Answers

1 people in an international media company
2 formal 3 how popular, why, the effect on local culture, recommended changes 4 *Suggested answer*: probably the same order as in the question

2

Answers

2 accounted for 3 means 4 the result 5 meant
6 As a consequence 7 resulted 8 due to 9 so as
10 the effect

- 3 Ask students why section headings are useful. Tell them that the model answer shows a typical layout for a report. However, other layouts are possible.

Answers

1 It has a title and sections with section headings.
2 Yes 3 Yes

- 4 Encourage students to discuss the possible contents of their reports.

Answers

1 the languages people learn, who learns them and where, recommendations for improving language-learning 2 people at an educational publishing company 3 formal 4 *Students' own answers*

- 5 For more on writing reports, you can refer students to page 171 (Writing reference – Report).

Vocabulary and grammar review Unit 1

Vocabulary

- 1 2 making 3 doing 4 made, giving 5 give 6 gave
7 give 8 making
2 1 stand 2 dropped 3 natural 4 free 5 wearing

Grammar

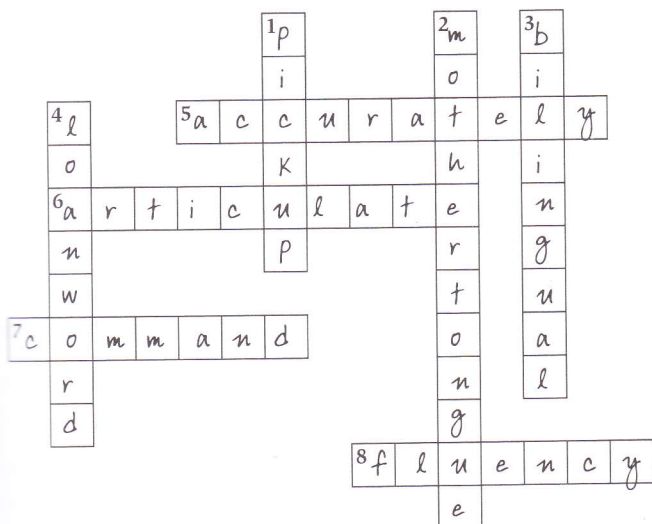
- 3 2 We'd been standing, were feeling
3 I've driven
4 she's been studying
5 had been eating
6 used to work
7 had been coming, were repairing
8 went

Vocabulary and grammar review

Unit 2

Vocabulary

1



2 making 3 doing 4 made 5 make 6 do

1 opening 2 successful 3 arguments, development
4 beginning 5 studying, knowledgeable
6 disappointed, cancellation

Grammar

2 so as 3 in case 4 otherwise 5 due to 6 so that

Unit 2 photocopiable activity:

Mini-debates

Time: 30 mins

Objectives

- To practise vocabulary connected with language
- To give students an opportunity to discuss issues from the unit
- To develop students' fluency and discussion skills

Before class

You will need one photocopy of the activity page for each student.

In class

You can deal with each debate separately and not necessarily on the same day – they can be used as relatively short warmers/fillers.

- 1 – 4 Divide each group of four or six into two teams – try to ensure that teams are the same size. Explain that every member of the team must have a role in the debate. Give teams ten minutes to prepare their case and encourage them to develop their arguments and counter-arguments.
- 5 At the end of the debate you can ask the class to vote in favour of or against each proposition according to their real opinions.

Unit 2 photocopiable activity

Mini-debates

Work in groups of four or six. You are going to debate an issue connected with language. Your teacher will divide each group into two teams to argue for or against the proposition.

- 1 Work with your team. Beside each proposition, you will find six arguments: three for the proposition and three against. Choose which arguments will help you to argue your case and decide how you can develop them, e.g. by giving examples and talking about consequences.
- 2 Decide how you can refute the counter-arguments.
- 3 Add other arguments or ideas which occur to you and think of examples and consequences which will make them more persuasive.
- 4 Decide who in your team is going to put forward each argument or idea. Share them out so that each person has plenty to say.
- 5 Work with the other team and debate the issue.



Spelling reform	
<p>'English is a world language and so it would be helpful if English words were spelled according to a logical system. For example, <i>comb</i>, <i>cough</i> and <i>caught</i> should be spelled <i>kome</i>, <i>kof</i> and <i>kort</i>.'</p>	<ul style="list-style-type: none"> • It would involve reprinting all books in English. • It would be easier for people to learn. • Words spelled with the new system would be on average 15% shorter. This would save space. • Native speakers would have to learn how to read their language again. • When people read a new word they would know how to pronounce it. • English would lose some of its essential beauty and character.



Endangered languages	
<p>'Endangered languages should be allowed to die out.'</p>	<ul style="list-style-type: none"> • All languages represent a unique culture and way of thinking. • People all over the world need to understand each other; minority languages don't help them do that. • Having a healthy language develops a sense of community. • It's extremely costly to educate people to speak small languages. • If people stop speaking a language, they will stop appreciating the literature in that language and a cultural tradition is lost. • It's a waste of school time to teach languages that few people speak. Children should spend the time on other more important subjects.



Language learning	
<p>'All children should start learning English from the age of five or six.'</p>	<ul style="list-style-type: none"> • Children learn languages much more quickly than adults. • There may be a shortage of trained teachers for teaching English to children of this age. • Children who start early acquire better pronunciation. • Children who start later often reach the same level of English at the same age as children who started younger. • It's more important at this age for children to learn their mother tongue well. • Children of this age are quite capable of assimilating two or three languages easily.

Wordlist

Unit 2

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completeca).

account for sth *v* [T] (25) to give a reason for something

all the more *advp* (18) even more

at sth's last gasp *pp* (18) INFORMAL going to soon disappear completely

be completely thrown *vp* (RS) to feel completely shocked or confused

be up to scratch *vp* (RS) INFORMAL to be of good enough quality

come across sth/sb *v* [T] (RS) to discover something or someone by chance

die out *v* [I] (19) to become more and more rare and then disappear completely

get attuned to sth *vp* (20) to start to recognise or be able to understand something

get behind the scenes *vp* (RS) to get beyond appearances and see things which most people don't usually see

get down to sth *v* [T] (18) to start doing something seriously and with a lot of attention and effort

get stuck into sth *vp* (RS) INFORMAL to start doing something with energy and determination

go about doing sth *v* (18) to start to do something in a purposeful way

have an excellent command of sth *vp* (17) to have an excellent knowledge of a subject, especially a language

have sth in common *vp* (18) to share features, interests or experiences with someone or something else

highly articulate *adv+adj* (17) able to express ideas and feelings in words very clearly in words

hold your own *vp* (RS) to be as successful as other people in a situation

in other respects *pp* (18) in other ways

little chance of sth *np* (18) not much possibility of something

major factor *adj+n* [C] (RS) one of the main things that has an effect on a situation

make a fool of yourself *vp* (RS) to behave in a way which is embarrassing and makes you look silly

make ends meet *vp* (RS) to have just enough money for the things that you need to live on

naturally gifted *adv+adj* (RS) able to do something very well because you were born with that ability

pick up sth *v* [T] (17) to start learning something or doing something regularly without intending to

press sb for sth *vp* (18) to try to persuade someone to do something

quite by chance *advp* (RS) completely by accident

settle into sth *v* [T] (RS) to start to feel relaxed and comfortable in a new situation

stand sb in good stead *vp* (RS) to be useful to someone

sweep sth aside *v* [T] (19) to replace or destroy something

take sb by surprise *vp* [T] (23) to surprise someone

word-for-word (translate sth ~) *adv* (19) taking each word separately and in the same order

Unit 3 All in the mind

Unit objectives

- **Reading Part 3:** introduction to task type, skimming the text to find main ideas, locating specific information referred to in the question
- **Writing Part 1:** writing an article, engaging the reader, including opinions, descriptions and anecdotes
- **Use of English Part 2:** introduction to task type, working out what kinds of words are missing from open cloze texts
- **Listening Part 2:** introduction to task type, reading gapped sentences before listening to the recording
- **Speaking Part 3:** introduction to task type, following instructions, sustaining interaction, the importance of reaching a decision, using appropriate language to express and justify opinions
- **Grammar:** *no, none, not*; the passive
- **Vocabulary:** formal vs informal style

Starting off

- 1 **As a warmer** Ask students:
 - Have you ever taken an intelligence test?
 - What form did it take?
 - Did you take the results seriously? Why (not)?


When pairs have discussed the two questions in Exercise 1, get feedback from the whole class.
- 2 You could begin by asking students to think of a word which describes the kind of thinker they are, e.g. *logical, chaotic, random*, etc. Students work alone through the table in Exercise 2. Pairs then compare their scores.
- 3 This question is intended to promote discussion, so there are no right or wrong answers. If students don't know any of the people listed, they could be asked to research them, or simply to discuss those they know.
- 4 Discuss this briefly with the whole class.

Listening Part 2

- 1 The discussion questions in Exercises 1 and 2 should be used as a warmer to prepare students for the topic of the listening.
- 2 This question could produce a worthwhile whole-class discussion if students find the painting interesting.

Biographical note

René François-Ghislain Magritte (1898–1967) was a Belgian painter who is associated with the Surrealist art movement. His paintings continue to influence contemporary artists and photographers, music video directors and advertisers. *The Son of Man* dates from 1964.

- 3  The purpose of this first listening activity is to introduce the word *prosopagnosia*.

Answer

face-blindness

Background note

Prosopagnosia (*proso* – face [Greek] + *agnosia* – without knowledge [Greek]), or face-blindness, is a neurological disorder. It occurs when the part of the brain responsible for memory and facial perception (the right *fusiform gyrus*) develops abnormally or is damaged later in life. The sufferer is unable to discriminate between one face and another, and some sufferers may even be unable to recognise their own faces. Prosopagnosia is not related to visual impairment and is not known to affect other aspects of working or long-term memory. There is no cure for prosopagnosia; however, sufferers may be trained to distinguish people from one another by focusing on characteristics other than the face.

Recording script CD1 Track 8

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Scharma to explain.

Professor Scharma: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting perfectly illustrates the concept of prosopagnosia, or face-blindness.

- 4 This is an opportunity for students to hear the recording before they have to do the Part 1 exam task.

Answers

1 F – He compares face-blindness to tone-deafness: that is, the inability to distinguish between different musical notes. 2 T 3 F – They could not distinguish between the faces, but they could distinguish between the pictures of other things.

Recording script CD1 Track 9

Presenter: This week's *All in the Mind* examines an unusual condition you may never have heard of before: prosopagnosia. Here's Professor Alexander Scharma to explain.

Professor Scharma: Hello. Well, let's start with an image some of you may be familiar with: a painting called *The Son of Man*, by the surrealist artist René Magritte. In the picture, an apple floats in front of a man's face, covering the features that would normally allow him to be recognised. The painting perfectly illustrates the concept of prosopagnosia, or face-blindness.

To people with this condition, as soon as someone leaves their sight the memory of that person's face is blank – or, at best, a set of jumbled features. Face-blindness is a little like tone-deafness: the tone can be heard, or the face seen, but distinguishing between different tones or faces is nearly impossible. The effects of prosopagnosia can be so bad that people severely affected cannot recognise their own parents or children.

If we understood how the normal brain recalls faces, we would be well on the way to understanding this strange disorder. It might also help us to understand human evolution, since the ability to recognise faces is more or less equal to the ability to recognise individuals. This ability helps to hold societies together and has enabled humanity to develop a complex culture which is unique in the animal kingdom. The question scientists need to answer is whether this basic ability has its own private brain mechanism, or whether it is simply one aspect of a general ability to recognise individual members of a particular class of objects.

Q6.6 Researchers have used face-blind volunteers to explore this question. The subjects were shown images of cars, tools, guns, houses and landscapes, and also black-and-white pictures of faces with no hair on their heads. Ten of these images were repeated. The subjects were asked to indicate, as quickly as possible, whether each image they saw was new or repeated.

Q4.3 The results were surprising. None of the face-blind subjects could recognise the faces in the series well, but they could distinguish between the other repeated pictures as easily as people without prosopagnosia could. That confirms the idea that faces are handled differently by the brain from other objects. It has been shown in experiments that people with face-blindness can be taught to improve their face recognition skills, but it is still not known what prosopagnosia sufferers are missing when they recall a blur instead of a face.

This is not to say that prosopagnosia has no advantages. As one person with the condition writes on her website, 'You can wake up in the morning and pretend you don't know your own kids. Then you don't have to give them any pocket money.'

- 5 Students may be able to remember or deduce some of these answers from the first listening. In other cases they should be able to recognise the *kind* of word or phrase that is needed to fill the gap.

- 6 Students listen again to check or complete their answers.

Answers

2 leaves 3 severely affected 4 (human) evolution
5 private brain mechanism 6 face-blind volunteers
7 other objects 8 face recognition skills

- 7 Allow students to discuss these three questions in pairs or groups. Students may have personal experiences of *déjà vu* that they can share with the class.

Grammar

No, none, not

- 1 Introduce this focus on *no, none, not* by pointing out that these words are frequently confused. Remind students that they can check their own answers in the recording script.

Answers

1 no 2 None 3 not 4 not, no

2

Answers

2 ~~no~~ not 3 ~~no~~ any 4 *correct* 5 ~~nothing~~ anything 6 ~~not~~ no 7 ~~All the students did not hand~~ None of the students handed / No student handed / Not all the students handed (i.e. some handed in ...) 8 ~~none~~ no

Grammar

The passive

- 1 As a warmer Ask students to discuss in pairs the difference between the following two sentences:

- René Magritte *Painted* The Son of Man.
- The Son of Man *was painted by* René Magritte.

Establish that the subject of a passive sentence is the object of the related active sentence.

Answers

b were asked, (was) repeated c are handled
d has been shown, can be taught

2

Answers

1 an academic essay, the description of a scientific process, a job application, a report for a committee 2 Sentences a and b start with known information. In sentence a, *They* links directly with *face-blind volunteers* in the previous sentence. In b, *The subjects* refers back to the (face-blind) volunteers. Using passive verbs allows the speaker or writer to keep the focus of attention on a particular subject – in this case the people who were used in the experiment.

3

Answers

1 c (the brain) 2 Suggested answers: a & b scientists, psychologists, researchers d scientists, psychologists, researchers, special trainers
3 Because the agent is unknown, obvious, or relatively unimportant in the particular context.

- 4 Stress that this sentence pattern is rare in everyday speech, but is common in formal writing: reports, newspaper stories and articles, etc.

Possible answers

1 It is commonly believed that *intelligence can be measured*. 2 It has been reported in the last few days that *the price of oil is going up again*. 3 It has been proved beyond doubt that *smoking can damage your health*.

5

Answers

2 Galton was known 3 Darwin's *The Origin of Species* was published 4 most of Galton's time was spent 5 It was thought 6 Galton was not satisfied by this idea 7 mental characteristics were determined by physical factors

Extension idea Suggest that students make a collection of passive expressions they come across under the following headings. Some examples are already filled in.

Everyday speech	Writing: <i>It + be</i> + past participle
I was born (in 1996).	It has been announced that ...
He was sacked.	It is thought that ...
They were accused (of fraud).	It was understood to have been ...
He was found guilty.	It is said that ...
He was buried/cremated.	It is feared that ...
They were married (last Saturday).	It is rumoured that ...
You're expected to (arrive on time).	

If students need further help, go through the Grammar reference on page 152 (The passive) with them.

This may be a suitable moment to do the photocopyable activity on page 32.

Reading Part 3

- ① Set a time limit of one or two minutes for students to make their lists, then elicit their answers and list them on the board for the class to discuss.

Extension idea Conduct a survey on how many students use each of the applications listed. If all students have a mobile phone, use the Internet and email and listen to music, focus specifically on less common applications, e.g. writing a blog, creating a website.

- ② This first reading task gets students to read the article for gist. As feedback, ask how many students would class themselves as *digital natives*.

- ③ Questions in Reading Part 3 may focus on detail, opinion, tone, implication and attitude as well as text organisation features such as exemplification, comparison and reference. The form and content of the question should indicate the focus, e.g. question 1 in this task focuses on text organisation while question 3 focuses on detail. Before setting the task, remind students:

- to read each question (or the sentence stem that is to be completed)
- to locate where the answer is in the text and decide what the text says
- finally, to look at the four options and choose the one which coincides with what they have understood.

Point out that in tasks like this the answers are found in the text in the same order as the questions (for example, the answer to question 2 comes later in the text than the answer to question 1) and are usually spread evenly through the text.

Answers

1 C 2 A 3 B 4 C 5 D 6 C 7 C

Notes

- 1 C The behaviour of Feld and her generation, say experts, is being shaped by digital technology as never before. (paragraph 1)
- 2 A Technology is an essential part of my everyday life. I don't know where I'd be without it. (paragraph 3)
- 3 B That's what makes Emily a 'digital native', someone who has never known a world without instant communication. (paragraph 4)
- 4 C Christine, on the other hand, is a 'digital immigrant', still coming to terms with a culture ruled by the ring of a mobile and the zip of e-mails ... at heart she's still in the old world. (paragraph 4)

- 5 D Many parents fear that children who spend hours glued to computer screens will end up as zombies with the attention span of an insect. (paragraph 5)

- 6 C Instead, parameters are increasingly set by 'wiki-thinking', peer groups exchanging ideas through digital networks. (paragraph 7)

- 7 C Only one thing seems clear: changes propelled by the digital world are just beginning. (paragraph 8)

- ④ **Alternative treatment** Instead of asking students to work through all the questions, suggest that they make one question the basis of a class debate, with individual students talking for and against one of the following propositions:

- *Eventually digital technology is the next step in evolution. It will transform our brains and the way we think.*
- *Sitting down and reading or watching TV are slow, boring activities.*
- *There is no reason for parents to worry that their children will end up as zombies if they watch a lot of television.*

Vocabulary

Formal or informal?

These exercises prepare students for the Writing section of the unit by raising the issue of formal and informal styles of language – something which students must show a keen awareness of at CAE level. It is crucial for them to get a feel for when formal language is appropriate and when informal language is acceptable.

- ① **As a warmer** Write some very informal phrases on the board, for example:

- *Got the time?*
- *You look really fed up. You OK?*
- *See you later.*

Ask students when they might use phrases like these. (Answer: in everyday speech or informal writing, e.g. an email to a friend.)

Note that the rubric for Exercise 1 refers to examples that are *more likely* in formal or informal writing. These are not hard and fast rules.

Answers

asap: informal (an informal abbreviation for *as soon as possible*)

They've / they're: informal (contracted verb forms)

What on earth are you doing?: informal (colloquial language)

We will / the fog has: formal (full, uncontracted verb forms)

contemplated residing / neighbourhood: formal (formal choice of vocabulary – longer words)

put up with: informal (phrasal verb – more colloquial)

with whom: formal (preposition placed before relative pronoun in relative clause)

is believed: formal (passive construction)

Grub's up: informal (slang)

the girl I go to school with: informal (omission of relative pronoun and preposition at the end of sentence)

- 2 Ask students to scan the text to find just a few examples and set a strict time limit (as this task would otherwise take a disproportionate length of class time). Then ask students to finish the task in their own time.

Answers

1 *Contractions*: I'm connected, I'll browse, etc. *Colloquial language*: I don't know where I'd be without it. *Full verb forms*: we are running, how they will be affected. *Formal vocabulary*: evolution, transforming our brains, discriminate, what determines the things that interest them?, skills, values and limits are instilled. *Phrasal verb*: We're bringing up a whole generation

2 A combination 3 The chatty, personal parts of the article, those designed to interest and engage readers, tend to use spoken language which is more informal. The parts which provide authoritative factual information are written in more formal language.

Extension idea Ask students to bring in their own examples of informal language, e.g. from emails, letters they have sent or received or internet chat rooms and blogs. These could be used to give the class practice in converting informal language to formal language.

Use of English Part 2

- 1 Use question 1 as a warmer to prepare students for the topic of the text which follows. Allow a few minutes for students to discuss the question in pairs before brief class feedback. Students then read the gapped text for gist. Discourage them from trying to fill the gaps at this stage by setting a strict time limit of two or three minutes.

Answers

1 *Students' own answers* 2 The article concludes that a combination of nature and nurture is responsible for our personalities. (See the last two sentences.)

- 2 Students could work individually or in pairs on this question, which is designed to encourage a methodical approach to open cloze tasks.

3

Answers

1 for 2 your 3 by 4 less 5 and 6 has 7 do 8 of 9 play 10 as 11 is 12 Other 13 because 14 of 15 with

- 4 Ask pairs to discuss these questions briefly before rounding off this part of the unit with a whole-class discussion.

Alternative treatment If students feel strongly about the issue of nature vs nurture, make the second question the basis of a debate, with speakers for and against the following proposition: *Our likes and dislikes, tastes and interests come from our experience, not our genes.*

Speaking Part 3

- 1 Start by asking students to read the Exam information section at the bottom of the column. Ask them what they think they will find challenging about this part of the exam. Try to elicit the following points:

- Each student in the pair should speak for approximately the same amount of time. One individual should not dominate. Turn-taking is essential.
- It is important that at the end of the three-minute discussion students should come up with the decision they have been asked for.

Then use the two questions in Exercise 1 to introduce students to the topic of stress.



Answers

1 Stress can cause insomnia / not sleeping, loss of appetite, eating more than you want to, bad-temperedness, being snappy, headaches, tiredness. 2 *Students' own answers*

Recording script CD1 Track 10

- Woman 1: Well, stress can affect people in many ways: insomnia ...
- Woman 2: Sally would know about that one.
- Woman 1: Not sleeping, losing your appetite or eating more than you want to, bad-temperedness, being snappy.
- Woman 2: How about the pictures?
- Woman 1: OK – the first one looks like an exam situation ...
- Woman 2: Very, very stressful.
- Woman 1: Yes.
- Woman 2: Time pressure, trying to get everything down that you know, worrying about questions and that sort of thing.
- Woman 1: And the second one, someone in hospital – could be a relative that's ill and you're particularly worried about them.
- Woman 2: Or it's yourself and you're particularly worried about yourself with the doctor in there and you're waiting for the diagnosis, having to have blood tests – that would be horrible.
- Woman 1: And the third one is an airport.
- Woman 2: That is, like, super-stressful in my family – I'm not sure that would be quite so stressful for anyone else.
- Woman 1: I've never found airports stressful.
- Woman 2: I once spent, like, three days in an airport with my family.
- Woman 1: Flights can get delayed a lot, can't they?
- Woman 2: Yeah, if you're trying to get home for something important it can be quite stressful as well and not speaking the language if you're somewhere abroad.
- Woman 1: Mmm – the fourth picture: I'm really not entirely sure what's happening.
- Woman 2: No, I'm not. It looks like they can't communicate very well with each other.
- Woman 1: Yes, he's trying to think of what to say.

- Woman 2: The fifth one looks like work stress.
- Woman 1: It does – headaches, probably from looking at a computer screen or reading.
- Woman 2: Headaches from having to listen to your boss talk too much.
- Woman 1: Tiredness from having missed lunch because you're so dedicated to your work.
- Woman 2: Long hours, too many deadlines ...
- Woman 1: Incompetent staff around you ...
- Woman 2: Hmm – relying on other people, not knowing what to do.
- Woman 1: Not being told what to do properly ...
- Woman 2: Yeah – being given the wrong information.
- Woman 1: And the last one looks like a traffic jam ...
- Woman 2: A major traffic jam.
- Woman 1: Of stationary cars.
- Woman 2: If it's hot, it's usually more stressful ...
- Woman 1: Or if you're trying to get somewhere important.
- Woman 2: Hmm.
- Woman 1: To the airport perhaps – that's one stressful situation after another.
- Woman 2: Anyway – which is the most stressful situation, do you reckon?
- Woman 1: Erm, traffic jams because they're so commonplace, whereas perhaps personal illness or something doesn't happen so often.
- Woman 2: Yes, I think I'd agree. They just seem to happen so often these days, and it's nearly always when you're in a hurry to get somewhere.



Answers

1 c 2 b 3 d 4 a

- 4 Students now use the photos to do the same task as the speakers on the recording. Monitor their conversations, making a note of any general or specific issues that arise. Pay particular attention to the following:

- Do students follow the instructions they were given? In particular, do they answer the second question?
- Do they allow/help each other to participate in the conversation?
- Do they use appropriate language to express and justify their opinions and to reach agreement?
- Do they manage to incorporate any of the words and phrases from Exercise 3?

Extension idea Find out what students found difficult about this task and provide extra practice of particular parts of the task which caused problems. For more practice in sustaining interaction, you could ask students to take turns expressing opinions on given subjects and inviting their partner to comment. For example:

Subject: Getting rid of chewing gum

Opinion: I don't think it matters if people get rid of their chewing gum by throwing it on to the pavement or the street. *What do you think? / Do you agree? / What's your opinion?*

- 5 **Alternative treatment** Choose one of these questions as the basis of a whole-class discussion.

There is extra help for students on Speaking Part 3 in the Speaking reference on page 177.

Writing Part 1 An article

- 1 **As a warmer** Ask students:

- What was the last article you read?
- Where did you read it?
- What was it about?
- Was it interesting?

Then ask them to work through questions 1–3 and round off with a brief feedback session.

Answers

1 an eye-catching title, a first paragraph that arouses your interest, interesting content, the writer's opinions or ideas (You would expect the other features in the following kinds of writing: *informative sub-headings*: a report; *a formal language style*: a report / a proposal / an essay / a formal letter, etc.; *factually accurate detailed information*: a report; *content aimed at a specialist readership*: a report.)

2 *Students' own answers* 3 *Students' own answers*

2

Answers

1 people preparing for exams 2 to advise on preparing for exams and dealing with stress

- 3 For question 1, either of the two titles suggested in the answer key below sounds interesting and to the point. The first title, *Proven techniques for overcoming stress and passing exams*, is very long and not catchy or interesting enough for an article. The last one, *Exams and mental health*, sounds too serious, even frightening, and might actually put people off the article altogether.

The aim of question 2 is to show students three possible ways of starting an article on this subject in an interesting, engaging way. There are no right or wrong answers to this question.

Answers

- 1 *Suggested answer*: Don't let nerves ruin your chances of exam success *or* Revision without stress
2 *Students' own answers*

4

Answers

- 1 parts that need to interest and engage the reader
2 parts that include important factual information

- 5 Remind students about the importance of planning each piece of writing they do. This is as much a question of thinking about the correct structure and style of writing as about the ideas they express. Examiners need to know that students are familiar with the different CAE task types and with the appropriate writing styles related to each.

The two activities in this exercise are best done by students working individually, but for step 1 they may wish to compare notes with a partner.

- 6 For more on writing articles, you can refer students to page 166 (Writing reference – Article).

Unit 3 photocopiable activity:

Thinking creatively Time: 20–30 mins

Objectives

- To practise use of the language of detailed explanation
- To encourage oral fluency

Before class

You will need one photocopy of the activity page for each student.

In class

1 **As a warmer** Ask students about their experiences of learning maths at school. Ask these questions:

- Do/Did you enjoy maths? Why (not)?
- What do/did you find difficult/easy?

Ask students to work through the maths question on the activity page and to compare answers. They will probably arrive at the answer *ten metres*. Then suggest that they visualise the scene suggested in the question – ten men digging in a hole – and think about any practical problems that might arise. Allow pairs to discuss this. Elicit their ideas about possible problems and how this might affect the *ten metres* answer.

2 Draw attention to the points listed in the box and ask students to come up with their own ideas which could be added to the list.

Suggested answers

- More men could work in shifts to dig faster for longer.
- There might be fewer spades than men.
- The weather conditions could be different. Rain could flood the hole to prevent digging.
- The two men may be an engineering crew with digging machinery.
- One man in each group might be a manager who will not actually dig.
- The extra eight men might not be strong enough to dig, or they might be much stronger than the first two.

Extension idea Ask students these questions:

- Do you know the term *lateral thinking*?
- What does it mean? What is *lateral thinking* in your language?

Write the following definition of *lateral thinking* on the board and ask students to complete it.

Lateral thinking is the (1) coined by the psychologist Edward de Bono to (2) ways of thinking about situations or problems (3) and creatively rather than by (4) traditional step-by-step logic.

(Answers: 1 term/phrase, 2 describe, 3 imaginatively/unconventionally, 4 using/applying)

3 Students should work on these puzzles in pairs. The aim here is to get them thinking and talking to each other. The correct answers are less important than the discussion process by which students arrive at their answers. Finally elicit answers.

Suggested answers

Red light: The police car had stopped at a crossroads controlled by traffic lights, whereas the teenager was travelling on the road that crossed the road the police car was on. The police officers did not react because the teenager had driven through a green light.

Crossing the river: The two men were on different sides of the river. The first man crossed in the boat on his own, then the other man crossed the river in the opposite direction, also on his own.

Bottle in the bag: The last person took both the bag and the bottle of water.

The best builder: The council asked each building company to suggest the name of the second best builder in case the company was unable to fulfil the contract. The contract was awarded to the building company which was named most frequently as the second best.

Thinking creatively

- 1 Work in pairs. Read this traditional school maths question and answer it using mathematical reasoning.

Question 1:

It took two hours for two men to dig a hole two metres deep. How deep would it have been if ten men had dug for two hours?

- 2 Now consider the same question, but with the following points in mind. Can you think of some more ideas along similar lines?

- The deeper a hole is, the more effort is required to dig, because waste soil has to be lifted higher to the ground level.
- Ten men would need more room to work side-by-side, and so may need to dig the hole wider rather than deeper.
- Deeper soil layers may be harder to dig out. You may hit rock or water.
- Ten men are more likely to disagree on a digging method than two.
- It is possible that with more people digging, each person may become less efficient due to increased opportunity for distractions.



- 3 Lateral thinking puzzles cannot be answered by traditional reasoning: they demand creative thought. Try to work out possible answers to these puzzles.

RED LIGHT

Two police officers were waiting in their car at red traffic lights when a teenager in a sports car drove past at 60 kph. The officers did not drive after him or try to stop him.

Why not?

BOTTLE IN THE BAG

There were six bottles of water in a bag. Six people each took one of the bottles.

Can you explain how there was still one bottle left in the bag?

CROSSING THE RIVER

Two men came to a river. There was a boat that could take only one man at a time. Both men crossed.

How did they do this?

THE BEST BUILDER

A city council wanted to construct a new council building and they received tenders from a hundred building companies. Each company presented their qualifications and claimed to be the best builder in the city.

How did the council choose the company for the job?

Wordlist

Unit 3

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetcae).

adept *adj* (32) good at doing something difficult

attention span *n* [U] (32) the length of time that you can keep your thoughts and interest fixed on something

be glued to sth *vp* (32) to be watching something, especially a screen, with all your attention

be intent on doing sth *adjp* (36) to be determined to do something

be well on the way to + v-ing *pp* (RS) to be making good progress towards a particular goal

catch your eye *vp* (32) if something catches your eye, you notice it because it is attractive, interesting or unusual

come to terms with sth *vp* (32) to accept and deal with a difficult situation

deal with sth *v* [T] (32) to take action in order to achieve something or to solve a problem

digital technology *n* [C or U] (32) the use of an electronic system that changes sounds or images into data in the form of numbers before it stores or sends them

distinguish *v* [I] (32) to notice and/or act on a difference between two or more things

exchange ideas *vp* (32) if people exchange ideas, they discuss their ideas

exercise control over sb/sth *vp* (32) to use control in order to make someone do something or to make something happen

express an idea *vp* (33) to say or write an idea

fierce battle *vp* (32) to try hard to do something when there is no chance that you will succeed

have aptitude for sth *vp* (28) to have a natural skill or ability to do something well

have a natural ability for sth *vp* (28) to have a natural ability to do

something well

innovation *n* [C or U] (32) a new idea or method that is being tried for the first time, or the use of such an idea or method

a link between sth and sth *np* (31) a relationship or connection between two things

make an effort to do sth *vp* (28) to try to do something, putting energy and time into it

mindless violence *adj+n* (32) violence that has no purpose, that is done without thought, often for its own sake

pay attention to sth *vp* (32) to watch, listen to or think about something carefully or with interest

peer group *n* [C] (32) a group of people of about the same age, social position, etc.

representative *n* [C] (33) someone who speaks or does something officially on behalf of another person

shop online *vp* (32) to buy things from an Internet website

solve a problem *vp* (28) to find an answer to a problem

Unit 4 Office space

Unit objectives

- **Reading Part 4:** introduction to task type, analysing the questions before reading
- **Writing Part 1:** report writing, format, formal/informal vocabulary, persuasive language, planning
- **Use of English Part 2:** using clues to understand how to choose answers
- **Listening Part 1:** predicting type of information / type of words needed for sentence completion
- **Speaking Part 4:** introduction to task type, interacting and discussing naturally, using adverbs
- **Grammar:** expressing possibility, probability and certainty
- **Vocabulary:** adjective/noun collocations (1)

Starting off

① As a warmer With books closed, ask students to work in pairs and discuss the following:

- Describe the place where you work or study. What do you like about it?
- How could it be improved?
- For you, what are the important requirements for a work environment? (*Example answer:* It must be quiet.)

Get feedback from the whole class about the requirements for a work environment. Then ask students to do the exercise in the book and to suggest types of job or business for each work environment.

Answers

a 1 b 5 c 3 d 2 e 4

②

Answers

Students' own answers

③ Encourage students to use some of the ideas from Exercise 2 when they answer the question.

Extension idea Ask students to work in pairs and describe their ideal office / study area.

Reading Part 4

- ① If appropriate, ask students to talk about their own experiences of bad work or study environments.
- ② Tell students that in Reading Part 4 the questions are printed before the text(s). It is important to read them carefully before tackling the text(s).

Suggested answers

a 2, 8, 10, 14, 15 b 1, 5, 7, 13 c 4, 6, 9 d 3, 11, 12

Extension idea Tell students the texts will express the ideas in the questions using different words. A good technique when reading the questions is to paraphrase them in their minds. Ask them to work in pairs or small groups and suggest how each question might be expressed, e.g. (1) *The office will look larger if a different type of light is installed.*

③ Alternative treatment

- Ask students to work in pairs and read either sections A and B, C and D, or E and F only.
- Students find the statements (1–15) which correspond to their two sections and make sure that they both understand these sections.
- Ask them to change partners and form groups of three with students who have read other sections. They take turns to summarise their two sections. The other students listen and decide which statements correspond with these sections. If they are unsure, they should then discuss further.

Answers

1 D 2 F 3 D 4 B 5 D 6 E 7 F 8 A 9 B
10 C 11 E 12 E 13 F 14 C 15 A

Notes

- 1 D Up-lights will lift the ceiling.
- 2 F 'I've seen a lot worse,' says Julian Frostwick. He sounds disappointed.
- 3 D The people here are so committed, they'd work in a cellar with two candles.
- 4 B What they need right now is somewhere to talk, not just the street or the photocopier.
- 5 D Sometimes the answer isn't design, but rethinking how you work, like how to work flexibly in the space you have: think of computers as workstations, do different jobs in different parts of the office, and keep mobile: no one person tied to a desk all day.
- 6 E We need to alleviate the repetitive tasks of the agents, so they can enjoy what they're selling.
- 7 F A bit of bright red will make it more exciting.

- 8 A We don't want it to look like an office.
 9 B And they need signposts. People want easy clues about how everything connects
 10 C But our biggest bother is there's nowhere to go for a break, so everyone has lunch at their desks, and we've got six new staff starting soon.
 11 E But we'd draw the line at lots of fluffy animals cluttering up the desks.
 12 E Account manager Sally Stapleton insists this isn't a call centre. In fact, she calls where she works in Edinburgh a contact centre.
 13 F They can kill a few birds with one stone by putting in a beautiful new ceiling.
 14 C The trouble is money: 'In a charity, it's tight.'
 15 A The reception at Channelfly.com is crammed with 'new office' design features: the bashed-up sofas, the table football, the spike-haired staff, Daft Punk on the stereo. But it's all front. Behind, it's crowded and confusing ...

- 2 Discuss students' answers to this question with the whole class. If you wish, you can develop the discussion by asking: What other things can organisations do to make staff work successfully?

This may be a suitable moment to do the photocopiable activity on page 40.

Vocabulary

Adjective/noun collocations (1)

- 1 Elicit why it's important to use correct collocations. (Answer: It makes discourse more predictable and therefore requires less effort on the part of the listener/reader.)

Answers

1 long, wide 2 deep

- 2 Tell your students they should make a note of these collocations and try to use them when writing or speaking.

Answers

1 extreme 3 big 4 high 5 big 6 high 7 great
 8 strong 9 high 10 strong

Extension idea Ask students to work alone and write five of their own sentences using the nouns in bold but not the adjectives. With their books closed, they then work in small groups and read their sentences to their partners. Their partners repeat each sentence but including an appropriate adjective. For example:

Student A: I have experience of travelling in Africa.
 Student B or C: I have vast experience of travelling in Africa.

Listening Part 2

- 1 **As a warmer** With books closed, ask students: Apart from offering high salaries, what do employers in your country do to attract skilled workers?

Answers

a 2 b 5 c 1 d 4 e 3 f 6

2

Suggested answers

attract and retain: a, b, c, d unattractive: e, f

Extension idea Ask students to suggest other things which would attract and retain skilled workers.

- 3 Remind students that predicting the kind of information that fits the gaps will improve their performance in this type of listening task.

Suggested answers

2 a type of industry or an area of the world
 3 another type of economy 4 a type of worker
 5 A plural noun is needed, but it's hard to predict further. 6 a type of subject 7 a type of skill
 8 a type of action or activity

- 4 **Alternative treatment** For Exercises 3 and 4, play the recording twice and ask students, with books closed, to take notes as they listen. After listening twice, they work in pairs and complete the notes in the book. They then listen again to check their answers.

Answers

1 with talent 2 technology and financial
 3 emerging (economies) 4 software engineers
 5 university populations 6 wrong subjects
 7 management 8 raising salaries

Recording script CD1 Track 11

Expert: As I've been saying, there are a lot of things that have been changing in the world of work over the last few years. Businesses nowadays are having to work harder to recruit people with talent. You see, what people have realised (and this in fact has become a sort of management tenet) is that what really gives a company an edge is its staff. In other words, to get ahead of your competitors you've got to have better staff. This seems to be right across the board and in almost all fields, but the fiercest rivalry has been amongst firms in the technology and financial sectors. And

Q2

Q3

better staff means better managers, better computer programmers, better receptionists and better drivers. Everyone.

Interestingly, you know, this phenomenon started off in the West, but that's been changing and now it's characteristic of emerging economies as well, where shortages of skilled personnel are becoming more acute. Just take the south Indian town of Bangalore, which for years has been a place where a lot of computer-based work has been outsourced for companies around the world. In a sense it's become a victim of its own success and it's thought that soon there may well be vacancies for software engineers. By some estimates as many as 200,000.

Q4

Amazing, isn't it? But why is it happening? Well, in Bangalore the answer is its booming IT industry that attracts customers from all over the world. In Europe, on the other hand, the birth rate has been falling and so university populations have shrunk. There are fewer skilled people to go round – more and more of the skilled workforce is made up of people in their 40s, 50s and 60s. In fact, many of us could easily find ourselves working on well into our 70s.

Q5

Another cause of the situation is bad planning. What I mean by that is that an excessive number of students are actually doing what I'd call the wrong subjects at university – for example, history, philosophy and literature, things which interest them, not vocational courses which lead to the sorts of jobs which are in demand nowadays. Also, workforces are becoming more diverse. That's one of the by-products of globalisation. Increasingly, organisations employ people in different countries to work together on the same project, and so multinational companies have difficulty finding people with the necessary management skills to coordinate such diverse teams and workforces.

Q6

Q7

How to deal with the problem? Well, it's not easy to attract good people when there's such a choice of people and places to work.

Q8

Raising salaries could be an option for some employers, but the trouble with that is that the company's costs rise and they risk pricing themselves out of the market. However, to deal with this situation many organisations are ...

- ⑤ **Extension idea** Ask one student from each group to present the group's views on these questions to the whole class.

Grammar

Expressing possibility, probability and certainty

- ① When students have finished the exercise, go through the Grammar reference on page 152 (Expressing possibility, probability and certainty) with them.

Answers

1 a 2 a 3 b

- ② **Alternative treatment** Students work in pairs and write a prediction for another student in the class using grammar and phrases from this section. They read out their predictions to the whole class, who then guess who they have written about.

- ③ **Eye** Tell students that they should look out for these kinds of mistakes when speaking or writing and correct them.

Answers

2 ~~you bound to~~ you are bound to 3 ~~most likely~~ more likely 4 ~~possible~~ possible 5 ~~as one of the possibly best schools~~ as possibly one of the best schools 6 ~~Probably you will want to go~~ You will probably want to go 7 ~~the worst trip I probably have~~ probably the worst trip I have / the worst trip I have probably 8 ~~That may be the possible reason~~ That may possibly be the reason

Use of English Part 1

- ① **As a warmer** With books closed, ask students to work in pairs. Ask them:

- Where do you tend to make friends: at work, where you study or somewhere else?
- Do you think it's important to be friends with the people you work or study with? Why (not)?

With books open, ask students which of the ideas they mentioned in their discussion.

- ② Give students a maximum of two minutes to do this

Answers

Ideas reflected in the text: 1, 3, 4

- ③ Tell students to try to answer each question without reading the clue first, then to check their answers by using the clues.

Answers

1 A 2 D 3 C 4 B 5 D 6 A 7 B 8 C 9 B
10 D 11 B 12 D

Ask students:

- Do you think people tend to change friends when they change jobs or stop studying?
- When is it difficult to maintain long-term friendships?
- What can people do to maintain long-term friendships?

Speaking Part 4

- Ask students to work in pairs and compare the questions they have written down before looking at the questions in Exercise 5.

Answers

Questions asked: 2, 4, 6 (in Exercise 5)

Recording script CD1 Track 12

Frances: Advantages? Advantages are that you don't have to commute, and that you don't necessarily have to deal with in-line work colleagues and issues such as the tea run and things like that. The disadvantages are that it might be quite difficult to separate work and home life, because you can sort of just sort of see your office as you walk past and think, oh, I'll just check my emails again.

Sally: You might need more self-motivation ...

Frances: Yes.

Sally: ... to actually do things and not just go to the kitchen every five minutes and get something.

Frances: And watch soaps like *Neighbours*.

Sally: If you've got a family, it can be very useful for child care as well. People in my office have children and so they kind of balance it that way.

Sally: I think some things, yes, because some very basic manual work is going to be horribly boring for whoever has to do it, so having it done electronically would be a lot better for them –

but then obviously you're losing lots of your workforce and creating more unemployment, but generally it would be great.

Frances: A robot would be better than my boss. At least it would be consistent.

3

Frances: Completely the opposite of my boss now. I'd look for somebody who's a good communicator, that tells you what's going on, that doesn't yell at you, that doesn't smell, that has, sets, like, boundaries, that helps you prioritise your workload and doesn't give you half their workload without giving you any support. That's all fairly negative.

- 2 Elicit why it's good to do / not to do each of these things in the exam. Ask students if they can think of anything else it's a good idea to do in this part of the exam, e.g. give examples to support their opinions.

Answers

2 T 3 F 4 T 5 F

- 3 Point out that although one adverb is used for each gap in the dialogue, other adverbs from the box would also be possible in several places.

Answers

2 quite, just sort of 3 actually 4 horribly, obviously, generally 5 completely, fairly

- 4 Point out to your students that using adverbs of this sort will make their English sound more natural.

Answers

2 *quite*: fairly, i.e. it reduces the force of *difficult*; *just sort of*: you see it by chance, by accident
3 *actually*: adds emphasis – you do things in fact and not just partly 4 *horribly*: adds a lot of emphasis; *obviously*: I'm saying something you probably know and will agree with; *generally*: in most cases 5 *completely*: adds emphasis; *fairly*: quite, i.e. it reduces the force of *negative*

- 5 Give students three or four minutes to think about how they want to answer these questions.
6 Encourage them to discuss their answers.

There is extra help for students on Speaking Part 4 in the Speaking reference on page 178.

Writing Part 1 A report

- ① **As a warmer** With books closed, ask students if they ever have to write reports for work or for their studies. Ask them briefly to brainstorm characteristics of reports.

Answers

1 Formal – it's at work, for your manager.
2 Generally not, as you will want to express the ideas in a more formal style. The examiners will give extra marks where you use your own vocabulary rather than just repeating the vocabulary in the question. 3 *Students' own answers* 4 *Changes*: more space for relaxation and exchange of ideas, less extreme heating and air conditioning, checking the lighting *Possible reasons*: improvements to staff morale and comfort, increases in productivity, protecting the environment
5 *Students' own answers*

- ② **Alternative treatment** Tell students it's essential to deal with all parts of the question. Ask them to read the report and find where all parts of the question have been dealt with.
- ③ Before doing the exercise, ask students to remember/brainstorm characteristics of formal and informal writing.

Answers

2 make recommendations 3 mentioned
4 contribute towards 5 consult 6 ensure
7 satisfactory 8 improved 9 create 10 exchanges
11 beneficial 12 implementing

④

Answers

1 The reader will not be persuaded if you address them in an inappropriate style, i.e. too formal or too informal for the subject or for your relationship with them. 2 *Students should underline*: contribute towards protecting the environment, ensure that every employee works with comfortable, healthy lighting, might well be beneficial to the company, I would recommend ... help to retain staff and improve their productivity

Extension idea Ask students what other things help make a piece of writing more persuasive. (*Suggested answers*: the content/ideas expressed, the structure and logic of the argument, the evidence/examples provided, the quality and accuracy of the writing.)

⑤

Answers

1 the human resources manager 2 formal
3 & 4 *Students' own answers*

- ⑥ Although students have approximately 45 minutes for this task in the exam, at this stage in the course it's reasonable to suggest that they concentrate on achieving the task successfully rather than giving them a time limit.

Vocabulary and grammar review Unit 3

Vocabulary

① 2 f 3 a 4 g 5 b 6 e 7 c 8 d

- ② 2 expressing (my) ideas, win an argument 3 exert control 4 running an experiment

Grammar

- ③ 2 ~~no~~ not / ~~no my sister~~ my sister doesn't
3 ~~none~~ any / ~~didn't get none~~ got none 4 correct
5 ~~no~~ none 6 correct (*None of Patrick's friends is also possible.*) 7 ~~no~~ not 8 ~~none~~ no

- ④ *Suggested answers*:

- (Amnesia can) be caused by specific medical conditions.
- It is very well known that our memory is formed from/by our real experiences. But could a false memory be put into our heads? Could we be persuaded (to believe) that we had experienced something that never actually took place?
- Our semantic memory is used to store our knowledge of the world ... normally it can be accessed quickly and easily. The meanings of words and the names of people and places are included in our semantic memory.
- It can be thought of as the ability to remember and use a limited amount of information for a short amount of time ... If you are distracted, the information can be lost and the task has to be started again.
- Forgetting is now being studied (by researchers) and is thought of, not as a failure of memory, but as a more active process. It is even believed that it may be driven by a specific biological mechanism.

- ⑤ *Students' own answers*

Vocabulary and grammar review

Unit 4

Vocabulary

1 2 huge/powerful 3 constant/huge 4 excellent
5 fierce 6 huge/vast 7 extensive/vast 8 specialist

9 1 A 2 C 3 A 4 A 5 B 6 B 7 D 8 C

Grammar and vocabulary

1 2 might not 3 couldn't have 4 possible 5 highly
6 can't 7 bound to 8 slight 9 conceivably

Unit 4 photocopiable activity: Redesigning the reception

Time: 25 mins

Objectives

- To discuss office design
- To encourage fluency while problem-solving
- To practise giving an informal work-related presentation

Before class

You will need one photocopy of the activity page for each student.

In class

1 **As a warmer** Before distributing photocopies, ask students:

- Why is it important for businesses and organisations to have a smart reception area?
- What things can you put in reception areas to give an organisation a good image?
- What do you think of the reception area in this building (the school or building where your class takes place)?
- How could it be improved?

Hand out the photocopies and ask students to do Exercise 1.

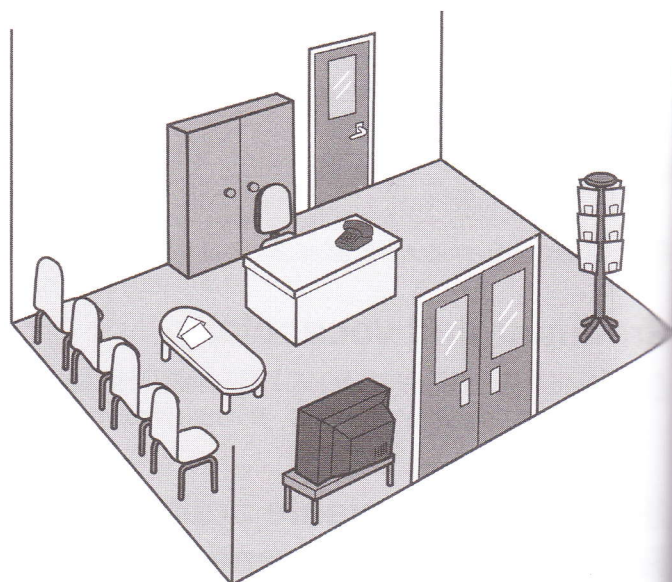
2 If students are artistic, encourage them to draw sketches of what they think the reception area should look like.

3 Tell students they should try to 'sell' their ideas to their new group. At the end, each group should vote for the best design. The winner is the design which receives the most votes in the whole class.

Unit 4 photocopiable activity

Redesigning the reception

The reception area of the multimedia music company where you work has been described by visitors and staff as 'dreary' and 'off-putting'. It has bare white walls, a grey carpet and strip lighting. The company directors want it to be redesigned and redecorated, with all the furniture replaced. They have asked you to prepare a proposal.



- 1 Work in small groups. You have interviewed staff to collect opinions about how the reception should look. Read the opinions below and discuss which would be most suitable for your company.

The reception area should look spacious and hi-tech – plasma screens with our artists performing, computer terminals and a state-of-the-art music system. Oh, and a parquet floor.

I'd like it to be warm, welcoming and cosy, with comfortable sofas for visitors and staff to meet and talk, soft lighting and nice pictures. Peaceful.

The place needs to be upbeat, funky and vibrant, with plenty going on: room for table football and always with the sound of the music we sell. No reception desk, but a couple of sofas and low tables. And flashing lights.

Let's have something with an ecological feel – pictures of natural spaces, plenty of plants and an aquarium. Smart leather sofas with music magazines and photos of our most successful artists.

I'd go for something functional, without wasting a lot of money on it. White-painted walls like now, a smart reception desk, a few seats here and there. No carpets – they attract the dirt.

- 2 You have been given a budget of €20,000. Look at the plan of the reception area as it is now and the list of approximate prices. Decide how you will redesign and redecorate the area and what furniture you will put there.
- 3 Change groups and present your proposal to students from the other groups. In your presentation you should cover:
- the image you want the reception area to give of the company
 - how you would redecorate and refurnish it
 - how this would achieve your aims.

Item	Cheap and cheerful	Mid-range	State of the art
Carpet	€1,000	€2,000	€3,000
Repainting	€650	€1,200	€2,000
Parquet	Not available	Not available	€5,000
Sofa	€500	€1,800	€3,000
Low table	€200	€250	€850
Reception desk	€1,000	€3,000	€5,000
Display cabinet	€300	€1,800	€2,800
Plasma screen	€800	€2,000	€3,500
Music system	€500	€2,000	€10,000
Aquarium	€500	The sky's the limit	
Lighting	€1,000	€2,000	€3,000
Table football	€200	€800	€2,000
Plants	€100	€200	€500

Wordlist

Unit 4

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completeca).

be made up of *vp* (RS) to consist of or be formed from two or more things

benefit rates *n* [U] (39) how much money the government gives to people who are ill, poor, not working, etc. depending on their situation

booming industry *adj+n* (RS) a very successful industry that is increasing in size

break up sth *v* [T] (39) to divide something into different areas

clutter sth up *v* [T] (39) to cover a surface or fill a place with things that are not tidy or well organised

committed *adj* (39) loyal and willing to give your time and energy to something that you believe in

constant pressure (under ~) *adj+n* (40) worried feelings all the time because you are always dealing with difficult situations

cramped *adj* (39) a *cramped* room, building, etc. is unpleasant because it is not big enough

draw the line at sth *vp* (39) to not allow something

dreariness *n* [U] (39) when something is boring and makes you feel unhappy

extensive experience/knowledge *adj+n* (40) a lot of experience/knowledge

fierce competition *adj+n* (40) very strong competition

get your teeth into sth *vp* (39) to start to deal with something with great energy and enthusiasm

give sb an/the edge over sb *vp* (RS) to make someone slightly better than someone else

give a false impression *vp* (38) give someone a wrong idea about what something is like

hotbed of sth *np* (39) a place where there is a lot of a particular activity

in all fields *pp* (RS) in all areas of study or activity

in demand *pp* (RS) wanted or needed in large numbers

kill a few birds with one stone (usually to kill two birds with one stone) *vp* (39) to achieve several things at once

right across the board *pp* (RS) affecting everyone or every part of something

shrink *v* [I] (RS) to become smaller, or to make something smaller

stifling *adj* (39) extremely hot and therefore unpleasant or difficult to breathe

vast knowledge *adj+n* (40) great knowledge

workload *n* [U] (43) the amount of work that you have to do

PROGRESS TEST Units 1–4

- ① Complete the sentences using one word from the box. There are more words than you need.

severely possibly completely gradually tirelessly commonly highly

- 1 She has worked to improve the standards of healthcare in rural areas.
- 2 My brother is articulate, which is partly why he's been so successful as a lawyer.
- 3 Last year's harvest was affected by the lack of rain.
- 4 It is believed that the economy is going into recession.
- 5 I thought she was going to ask me about my university course, so I was thrown when she asked me to describe my greatest weakness – I had no idea what to say.

(5 marks)

- ② Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 It's quite possible that he missed his bus.

WELL

He missed his bus.

- 2 At this time of year there's always the possibility of rain, so I always take an umbrella with me wherever I go.

CASE

At this time of year I never go anywhere rains.

- 3 Although the bedrooms look a bit shabby, it's not essential for us to redecorate the whole flat.

NECESSARILY

We the whole flat just because the bedrooms look a bit shabby.

- 4 It took me a long time to accept that we were no longer friends.

TERMS

I finally that we were no longer friends.

- 5 This design isn't good enough, in my opinion.

FEEL

I don't scratch.

(10 marks)

PROGRESS TEST Units 1–4

- ④ Use the word in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

There have always been those who have been (0) *envious* of Joe. Then again, as it is no (1) to say that Joe has what is arguably the best (2) in the world, this should hardly be surprising.

For Joseph Davis is no ordinary Joe – he's one of the UK's most successful travel writers. That means he goes on (3) holidays to some of the most beautiful places on earth and then gets paid to tell us how it all went. Nice work if you can get it.

'I've always been (4) , even as a kid,' he says through a broad grin, 'and I've always had this (5) urge to go travelling.' It was this urge that inspired him to study linguistics at Cambridge University. 'I knew I wanted to use languages to make my (6) , I just wasn't sure how.'

Joe's big break came the day he decided to travel from London to South Africa, and go exploring on the way. What was different about Joe's trip was his (7) mode of transport – he was going to cross Africa by bike.

'Friends thought I was pulling their leg at first,' Joe explains. 'They all thought it was absolutely (8) to cycle somewhere you can get to by plane in a fraction of the time. But to me, it was the chance of a lifetime! Plus I was short of cash at the time, and a plane ticket would have used up almost all of my (9) so cycling made perfect sense!'

Joe's African trip was the start of a fascinating career, during which he has visited, photographed and written about some of the most remote places on the planet. And it seems as though his wanderlust is (10) as his 21-year-old daughter Heidi has gone into the same line of work.

ENVY
EXAGGERATE
OCCUPY

SUBSIDY

ADVENTURE
CONTROL

LIFE

CHOOSE

POINT

SAVE

HEREDITY

(10 marks)

PROGRESS TEST Units 1-4

4 Choose the alternative (A, B, C or D) which best fills the gap in the sentences below.

- 1 If you think you have an mind and are looking for a mental challenge, why not visit www.testyourmindpower.co.zq?
A opening B asking C interrogating D enquiring
- 2 Workers with skills can now expect higher salaries.
A difficult B wide C specialist D qualified
- 3 A language is considered to be when it has only a few thousand speakers.
A endangered B dead C extinct D old-fashioned
- 4 I'm afraid I'm going to have to go to bed – I've got an absolutely headache.
A painful B splitting C itching D hurting
- 5 I have experience of student journalism, having worked on two college newspapers.
A lengthy B extensive C big D long-lasting

(5 marks)

5 Use the words in brackets to complete the sentences below. You must put the words in the correct tense and order.

- 0 I *have never forgotten* (forget / never) the day I saw my baby daughter for the first time.
- 1 I (live) in this town since I was born.
- 2 He (enjoy / used to / never) sport, but now he's absolutely crazy about football.
- 3 It's a really nice car. How long (you / have) it?
- 4 Do you think food prices (be bound / go up) now?
- 5 At the moment I (contemplate / sell) my house and buying something a bit bigger.
- 6 Sorry – you were telling me something. What was it (you / say) before I interrupted you?
- 7 Oh dear, we (seem / run out of) sugar. There's none left. Shall I pop out and get some?
- 8 Oh, hello! I just tried to call you a minute ago, but I got straight through to your voicemail. I suppose you (must / try / call) me at the same time.
- 9 He should be here by now. I suppose he (may / well / stick) in a traffic jam somewhere.
- 10 The suspect (believe / live) in three other countries before settling in Britain.

(10 marks)

PROGRESS TEST Units 1-4

Choose the alternative (A, B, C or D) which best fills the gap in the sentences below.

- 1 You really do an excellent command of English – well done!
A make B have C take D get
- 2 To you the truth, I think I've made an awful mistake.
A say B tell C speak D explain
- 3 I don't think they really me a chance at the interview to show what I'm capable of.
A saw B took C gave D had
- 4 When I realised what had happened, I just into tears.
A cried B fell C burst D broke
- 5 My sister gets bored very easily so she finds it really difficult to a job down for very long.
A hold B keep C take D get
- 6 I mean, I agree that you shouldn't smoke in public places, but I the line at making smoking illegal altogether.
A draw B put C hold D make
- 7 He's always found it very easy to friends with people.
A do B form C start D make
- 8 The new regulations into force on January 1.
A start B enter C come D go
- 9 School teachers always say that learning Latin will you in good stead for any languages you study in the future.
A prepare B keep C stand D make
- 10 My grandfather had never foot in another country until he was in his 70s and he had his first foreign holiday – in Spain.
A gone B set C put D taken

(10 marks)

Unit 5 Dramatic events

Unit objectives

- **Reading Part 1:** reading for general understanding and for detail
- **Writing Part 2:** writing a competition entry; choosing an appropriately formal register; using persuasive language
- **Use of English Part 5:** introduction to the task; asking yourself relevant questions about grammar required
- **Listening Part 1:** inferring information from questions and multi-choice options
- **Speaking Part 2:** listening to instructions and answering the questions asked; planning what you want to say
- **Grammar:** verbs followed by the infinitive or the -ing form
- **Vocabulary:** idiomatic language

Starting off

- 1 **As a warmer** With books closed, ask students to tell each other about exciting or adventurous things they have done on holiday and elicit a few examples from the class. Then ask: What's an adventure holiday? Elicit some examples of activities that people do on an adventure holiday (e.g. trekking, white-water rafting, rock climbing, mountain biking).
- 2 When students have compared choices, conduct a brief class survey to find the most popular of the three holidays.
- 3 **Alternative treatment** If any students have participated in an adventure holiday like those in the texts, the rest of the class could interview them, incorporating the questions in Exercise 3.

Extension idea Ask pairs or groups of students to invent an original adventure holiday which they think would be popular with people of their own age. You could impose certain conditions, for example: the holiday should be affordable by the average student; it must be in the students' own country; it must not last longer than three days, etc.

Listening Part 1

- 1 In connection with topic 2, you can ask students:
 - What other 'mysterious experiences' can you think of? (*Suggested answers:* ghosts, extra-sensory perception [ESP], crop circles, déjà vu, poltergeists, levitation.)
 - Have any of you had first-hand experience of any paranormal phenomena?

However, remember that ghosts and UFOs/aliens as a subject for discussion may not be suitable for students from certain cultural backgrounds.

2

Suggested answers

1 I was scared to death, a strange whirring noise, it all happened so quickly, it didn't stop for nearly six hours, the engine was flooded (*Another possible phrase:* it was the biggest pile-up I've ever seen)
 2 I was scared to death, I felt as if I wasn't alone, I've always been very cynical about the supernatural (*Another possible phrase:* I had a strange sense of déjà vu) 3 a strange whirring noise, it all happened so quickly, there was an explosion and all the lights went out (*Another possible phrase:* I just couldn't get it working again / we had to call out a technician)

- 3 Ask students to read or re-read the Exam advice on page 48 and emphasise the value of inferring information from questions and multiple-choice options. Exercise 3 asks the kind of questions students should get used to asking themselves about questions and options before they listen.

Suggested answers

1 To the gym; He's been involved in an accident, been injured; His own / the gym company's fault. 2 He had some kind of accident while driving, perhaps he hit some trees; The man had been driving dangerously / a crime had been committed / someone was injured. 3 Because of damage due to a flood/fire/gale/explosion, etc. Because her home is badly damaged.

4

Answers

1 B 2 C 3 C 4 A 5 B 6 A

Recording script CD1 Track 13

Extract One

- Jasmine: Are you all right now?
- Harry: Hmm, so so – some days are better than others. I'm still having occasional flashbacks.
- Jasmine: What happened?
- Harry: Well, I was doing my normal Thursday workout on the treadmill. I started with a gentle jog for ten minutes or so, then I decided to run fast for ten minutes. So I pressed the increase button.
- Jasmine: Had you been on that machine before?
- Harry: Not that one, but one very like it, so I was quite familiar with the controls, I mean, I knew how it worked.
- Jasmine: So, then what happened?
- Harry: Well, nothing happened for a few seconds, then the belt suddenly speeded up. I tried to slow it down, but nothing happened. When I tried pressing the automatic slow-down button, it was like I was putting my foot on a car accelerator.
- Jasmine: That must have been terrifying. What did you do?
- Harry: I looked round for help, thought maybe someone could switch the electricity off. It would have been a very sudden jolt, but better than not stopping at all. But there was no one else in the room. In the end, all I could do was jump off and keep my fingers crossed.
- Jasmine: And that's how you broke your leg? Are you going to do anything about it?
- Harry: I'm not sure yet. I'm considering taking the company that runs the gym to court – that's what my solicitor suggests, but I'm in two minds about it.

Extract Two

- Police officer: OK, just tell me in your own words what happened, Mr Philips.
- Driver: Q3 I'll do my best, but it's all a bit of a blur.
- Police officer: Tell me as much as you can. It was about midnight, wasn't it?
- Driver: I'd say it was nearer one o'clock. We were coming home from a holiday in Germany. We'd spent all day travelling, so I suppose we were pretty tired.
- Police officer: How far were you from home?

- Driver: About half an hour. We were travelling fairly fast – the roads were empty and we were just looking forward to going to bed.

Police officer: What's the first thing that happened?

- Driver: We were driving under a bridge when there was a crash of breaking glass and something hit my left arm. I managed to keep my right hand on the steering wheel but I didn't have much control over the car. Before I knew what was happening, we'd left the road and were heading for a clump of trees. I was sure we'd had it.

Police officer: What's the next thing you remember?

- Driver: Well, everything happened so quickly. I remember waking up on the grass verge with people looking down at me.

Police officer: And when did you realise what had actually happened?

- Driver: When one of the paramedics showed me the stone that had come through the windscreen.

Extract Three

- Reporter: So, what is your situation at the moment?
- Resident: We're sleeping in the main hall of the local secondary school, with many of our neighbours.
- Q5 We're all in the same situation – just doing our best to look on the bright side.
- Reporter: Do you know when you can move back?
- Resident: No, at the moment all our houses are still under a metre of water – and apparently it's still rising. It hasn't stopped raining since Sunday.
- Reporter: What happened exactly?
- Resident: Well, there's a river at the bottom of our garden – more of a sluggish stream most of the time, actually. Last weekend, with all the rain we'd had, it burst its banks and washed over our garden. It was very quick once it started. I was frantically trying to stop it by digging ditches to take the water away – but there was too much of it, and in the end I just gave up digging and got out as quickly as possible.
- Reporter: And what's the damage?
- Resident: Well, everything downstairs is ruined. We'll need new furniture and carpets, and we'll probably need to have the walls replastered. I keep thinking how disastrous it could have been. At one stage I imagined seeing the whole building collapse. Some of our neighbours are ...
- Q6

5

Answers

1 Flashbacks can be either pleasant or unpleasant; they are often caused by traumatic events. 2 They walk or run on a treadmill. A treadmill is an exercise machine with a moving strip on which you walk or run without moving forward. Hard, boring and repetitive. 3 If you put your foot on the accelerator, a car goes faster; *brakes, clutch, gear stick*. 4 For example, if something happened really fast and the events aren't clear. 5 He thought he and his passengers were going to die.

Extension idea Ask students for more examples of compound nouns. Try to elicit examples formed in different ways, for example:

- two or more nouns: *tree trunk, babysitter, jet-setter, bird's nest soup*
- adjective + noun: *greenhouse, blackbird, shortfall*
- verb + noun: *playground, driveway, flow chart*
- noun made from phrasal verb: *check-up, crack-down, turnover, breakdown*
- nouns joined by *of* or *in*: *right-of-way, mother-in-law*

Point out that compound nouns can be single words (*babysitter*), hyphenated words (*jet-setter*) or separate words (*tree trunk*).

Vocabulary**Idiomatic language****Answers**

1 hope for good luck 2 try hard to persuade me (but without force) 3 makes me angry 4 betray you or be disloyal to you when you are not expecting it 5 pretend not to notice something 6 joking/teasing

Extension idea Ask students if they have any idiomatic expressions in their language with similar meanings to those in this exercise. Get them to discuss similarities and differences in pairs or groups. In multilingual classes, this might make an interesting whole-class activity.

Grammar**Verbs followed by *to* + infinitive or the *-ing* form**

1 **As a warmer** Write these four sentences on the board and ask students to say which is not correct.

I like to swim in the sea when I'm on holiday.

I like swimming in the sea.

I enjoy to swim in the sea.

I enjoy swimming in the sea.

Establish the idea that second verbs can be in the infinitive form with *to* or the *-ing* form. Point out that there are no rules about which verbs are followed by which form.

Answers

2 taking 3 thinking 4 to stop 5 digging

2

Answers

verbs followed by <i>to</i> + infinitive	verbs followed by <i>-ing</i>
afford, agree, choose, expect, hope, offer, pretend, promise, refuse	admit, avoid, can't help, deny, enjoy, finish, involve, keep on, mind, put off, resent, risk, suggest

3

Answers

- 1 a I have a memory of doing this. b Don't forget to do it.
- 2 a This was an experiment – to see what would happen. b I attempted to do this but failed.
- 3 a We saw part of the taking-off process. b We saw the entire landing process.
- 4 a I wish I hadn't said anything. b I'm sorry to tell you that ...
- 5 a This involved doing something. b I didn't intend to offend you.

4 **👁** In question 2, note that the infinitive after *help* can be with or without *to*. In question 4, *need* and *don't need* are followed by *to* + the infinitive, but the alternative negative form *needn't* is followed by the infinitive without *to*.

Answers

2 ~~maintaining~~ maintain / to maintain
3 ~~to sail~~ sailing 4 ~~phoning~~ to phone, ~~to worry~~ worry 5 ~~to do~~ doing 6 ~~work~~ working

5 **Alternative treatment** Students could prepare a one-minute talk on one of these topics to give to their group or the whole class.

Use of English Part 5

- ① **As a warmer** (for monolingual groups of students) Give students a key word transformation task in their own language. If you choose sentences carefully, this will demonstrate the essential characteristic of the exercise: to complete the second sentence using the given key word requires the use of a different and specific grammatical structure.

The example in Exercise 1 shows how it is possible to form a grammatically correct sentence which, however, would not be a correct answer in the exam.

Answers

1 Yes 2 Yes 3 No – it doesn't use the key word (*until*) and it uses more than six words to complete the sentence. 4 *It was not until we were on dry land again that we felt safe.*

- ④ Before students work on this task, point out that in the CAE exam they will not be given questions as clues. The questions in this exercise are designed to get them to think about possible ways of approaching key word transformation tasks.

Alternative treatment Work through the clues with the whole class.

Answers

(Answers to the clues are in brackets at the end of the sentences.)

1 Adventure holidays *don't / do not appeal to me* in the least. (to) 2 They had offered him a .38 gun so *that he could protect himself.* (that) 3 It is *against the law* to have an unlicensed gun in your possession. (against the law) 4 Tennis is *generally considered (to be)* a safe sport. (It becomes passive.) 5 The further we travelled *inland, the more primitive* our surroundings became. (the + comparative adjective, the + comparative adjective) 6 You *should avoid climbing* mountains after a heavy snowfall. (should) 7 You can't control the weather; the only thing to do *is (to)* hope for the best. (for) 8 At the last minute she *lost her nerve* and pulled out of the competition. (lose)

Answers

1b 3f 4b 5g 6a 7d 8c

4

Suggested answers

1 The football World Cup *takes place* every four years. 2 We couldn't take our car away until *we had settled up* with the garage. 3 Considering how foggy it was, *it's a wonder* that the plane was able to take off. 4 *I can't wait* for the end of next week – that's when my holidays start. 5 Could you *keep an eye on* the children for me while I go shopping? 6 Sorry I didn't phone you back – I've been *tied up* all day. 7 I've had a cold for the last two weeks, but at last I'm *on the mend*. 8 I don't know why he was so rude to me – I think he was trying to *pick a fight*.

Reading Part 1

- ① **As a warmer** Ask students a series of questions related to the themes of the reading texts:

- What was the last book you read which included danger or adventure?
- Was it fact or fiction?
- Would you recommend it to other people? Why (not)?

Students then read the text quickly to answer the three gist questions.

Answers

a 3 b 1 c 2

- ② Remind students that when they read the texts for the second time, they should have already read the questions and should be looking for the section or sentence which will provide the answer.

Background note

The three extracts are taken from the following books:

- 1 *Cal*, a 1983 novel by Bernard MacLaverty, a love story set against the sectarian violence (civil war) in Northern Ireland in the 1970s
- 2 *Himalaya*, a 2004 travel book by Michael Palin
- 3 *A Walk in the Woods*, 1998, by the humorous American travel writer Bill Bryden, telling the story of a walking expedition through undeveloped parts of the USA

Answers

1 B 2 D 3 A 4 B 5 C 6 D

Notes

- 1 B Dogs barking in succession could mean that someone is causing each one to bark as they pass by.
- 2 D The first threat had been posted the same way
- 3 A I was wide awake, gasping for breath
- 4 B We had hoped to move up to Base Camp today, but with the wind still strengthening the decision is taken to stay down here
- 5 C The writer's use of the present simple tense and the pronoun *you* make this a general description, rather than an account of a specific past event.
- 6 D you tell yourself it's preposterous ... You order yourself to be serene – it's just a word for goodness' sake

- 3 **Alternative treatment** This could be a whole-class discussion activity.

Note: The novel *Cal* is set in Northern Ireland in the 1970s–1980s, against the backdrop of sectarian violence between the Catholic and Protestant communities. This was a bloody period which was marked by frequent tit-for-tat killings. The British army was also heavily involved in peace-keeping in Northern Ireland during this period. With this in mind, it is clear that in the extract Cal and his father are being threatened with sectarian violence.

Suggested answers

- 1 Cal and his father may be part of a criminal gang / involved in a feud / involved in terrorism.
- 2 He may have been worried that he would die if he allowed himself to sleep. 3 *jumpy* means *nervy*, *anxious*, *apprehensive*, so could be used to describe any situation where someone is afraid of the unknown, e.g. a child alone in a house; someone travelling home late at night through a rough part of a city; someone breaking down on a lonely road.

Extension idea Ask students to re-tell a dramatic scene they remember from a book they have read or a film they have seen.

Speaking Part 2

- 1 Ask students to read the Exam advice on page 55, then elicit the main message: *Answer the question you are asked.*

While pairs are speaking about the photos, monitor what they say, but don't give feedback at this stage.



Answers

- 1 The two photos being compared are the fire fighter and the diver. 2 The words and phrases express varying degrees of doubt or certainty.

Recording script CD1 Track 14

Student: OK, well, in this photo there's a fire fighter putting out a fire with a hosepipe and he's almost certainly doing it to save people's lives and property. It's a pretty dangerous job because obviously he could die in a fire or get seriously burnt. And he's doing it, I don't know, because someone's got to do it. It must be a worthwhile occupation – you know, very rewarding when you save someone's life. And in this photo there's a diver – he could be a police diver – he seems to be in a lake, or it could be a river. This is probably quite dangerous because the water could be deep or there could be strong currents. There could be glass or other dangerous things in the water and divers can get their equipment tangled up somehow. I suppose police divers find their work quite exciting – I'm sure it's never boring and it's very worthwhile – though they must never know quite what they're going to find in the water.

Teacher: What kind of qualities do you think are most important for someone doing occupations like this?

Student: I'd say you've got to be brave, you know, not frightened easily – perhaps enjoy excitement that comes from doing dangerous things.

- 3 Before they prepare to speak again, remind students of some of the important points about Speaking Part 2.

- Don't stop talking until the examiner tells you to.
- Remember that you are asked to compare two photographs rather than describe each separately in detail. The focus of attention here is on the common theme or topic illustrated by the two photos.
- Listen to what your partner says, as you will have to answer a question yourself on his/her set of photos.

Then give students three or four minutes to read the instructions and prepare what they will say about the photos.

4 Monitor what students say and make a note of improvements in their handling of the task as well as any continuing problems.

5 If students find it difficult to think of questions, suggest some of these examples:

- Which activity do you think is the most dangerous?
- Which activity requires the most preparation or practice?
- Which activity involves the cooperation of other people?

Finally, give students feedback on their performance. Offer constructive criticism and advice, commenting on selected points you noticed while monitoring. If relevant, you could refer back to some of the points in the Exam advice box. Ask students what they found difficult or challenging about this task, and discuss ways of overcoming these difficulties.

There is extra help for students on Speaking Part 2 in the Speaking reference on page 176.

This may be a suitable moment to do the photocopyable activity on page 53.

Writing Part 2 A competition entry

1 As a warmer Ask students what competitions they know about or have entered for. This could be the basis of a short class discussion to introduce the subject of competitions.

Ask students to read the Exam advice which explains this task type. Ask:

- Have you ever nominated someone like this, or been nominated yourself?
- If so, what was the occasion?
- Who did you nominate / Who nominated you?
- What was the result? / Who won?

Allow students around ten minutes to choose a person to nominate and to write a few notes about them. Monitor to check that they have chosen suitable nominees.

2 Monitor this exchange of ideas, prompting questions about the people students have chosen.

3 Students should read the sample text to get a very general idea of what is expected in this task. When they have finished reading, you could give the class a chance to comment on the approach taken in the sample.

4 **Alternative treatment** You may prefer to leave this language focus on *-ing* forms until after students have written their own competition entries.

Answers

I am writing **c** an ordinary working mother **a** Helen was driving home **c** looking forward to **b** a relaxing weekend **a** Without thinking **d** flames were coming **c** succeeded in dragging **d** reason for nominating **d** person going about her daily life **e** leaving the emergency services **b** stopped and helped, saving a man's life **b** reason for choosing Helen **d** training is needed **f**

5

Answers

2 ~~keep up~~ keeping up 3 ~~correct~~ correct 4 ~~hardwork~~ hardworking, ~~interest~~ interesting, ~~improve~~ improving, ~~be~~ being 5 ~~To bring in~~ Bringing in 6 ~~to leave~~ leaving

6 Before students write their own competition entries, ask them to look back at the sample and say what makes this a strong entry. Elicit the following features:

- a strong, convincing story of heroism, with phrases like *an ordinary working mother, looking forward to a relaxing weekend, without a thought for herself*
- well-expressed reasons
- other expressions: *an ordinary person going about her daily life, anyone can make a difference, deserves to be included.*

For more on writing competition entries, you can refer students to page 168 (Writing reference – Competition entry).

Unit 5 photocopiable activity: Shortlisted heroes

Time: 20–30 mins

Objectives

- To practise giving a short talk
- To explain and justify your point of view

Before class

You will need one photocopy of the activity page for each student.

In class

- 1 This activity relates to the Writing task in Unit 5. Ask students to look at the five photographs and guess what heroic activity each person might have been involved in. Do not confirm or reject their ideas at this stage.

Ask students to read the five profiles and choose their two heroes. Once they have made their choices, give them a few minutes to plan what they are going to say to their group. Suggest that they make a few notes.

- 2 Organise students into groups of four and check that they understand the task. Monitor the speaking activities and impose strict time limits on students' contributions. When groups have voted for their two winners, they should each nominate a spokesperson to present their choices to the class.

Unit 5 photocopiable activity

Shortlisted heroes

- 1 These five people have been shortlisted for the *Heroes like you and me* competition. Read the description of each person's part in a dramatic event and choose who should be awarded first and second place prizes in the competition.

We are planning a series of profiles of ordinary members of the public who have selflessly risked their own lives to rescue others from danger. Do you know anyone who you think should be included in this series? Write to us describing the dramatic event and the person's part in it, and give reasons why you believe this person should be one of our 'Heroes like you and me'.



Alex Davie

Alex Davie is a 37-year-old housewife who fought a three-year campaign against drug dealers on the estate where she lives. During that time her flat was broken into three times, her car was set on fire and she was personally threatened on numerous occasions. Alex, who became involved in the campaign when she discovered that her son had been sold drugs on the estate, rallied support from other residents and, with police help, succeeded in driving the dealers away.



Jerry Matthews

Jerry Matthews was one of twenty fire-fighters who went to a house fire in South London last March. While colleagues fought the blaze from the outside, Jerry put on breathing apparatus and went inside. The house was full of choking smoke, and on the second floor Jerry found a man with serious breathing difficulties. He helped the man towards a window but his condition deteriorated and Jerry put his own breathing apparatus over the man's face. Eventually the man was carried to safety by one of Jerry's colleagues.



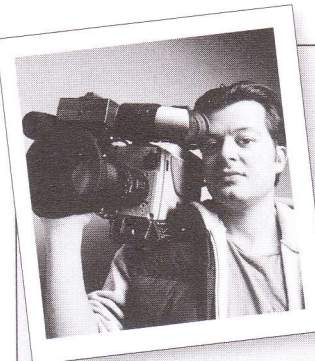
Pierre Thibault

85-year-old Pierre Thibault prevented a crime in his village post office. Pierre was waiting to post a parcel when a masked gunman burst in and told everybody to lie on the floor. Being an old man, it took Pierre some time to get on to the floor. But as the gunman came towards him, shouting, Pierre swung round and knocked the gun out of his hand with his walking stick. Immediately the other customers recovered the man and held him until police arrived.



Sunita Patel

Sunita Patel had been a nurse for three weeks when she was faced with an emergency situation. She had just arrived home after a night's work at her local hospital when she heard a noise coming from her neighbour's flat. A moment later, there was a knock on her door. When she opened the door, she saw her neighbour's terrified daughter, who told her pregnant mother was about to give birth. Sunita rushed to help her neighbour to relax and delivered her baby safely.



Klaus Muller

Klaus Muller, a television cameraman, was filming the arrival of politicians for an international summit. On the tarmac at the airport, waiting for the arrival of an African delegation, Klaus saw that the plane's landing gear had not dropped fully. Knowing that a crash landing was likely, and hoping that his live coverage would be seen by the emergency services, Klaus filmed the faulty landing gear in close-up, then immediately started running towards the plane. As the plane hit the runway, it burst into flames. Immediately the doors opened and as terrified passengers came down the emergency slides, Klaus helped them to safety.

- 2 Work in groups of four. Compare your choices with other students in your group.
- 1 Speak about your two prize winners and explain the reasons for your choices to the rest of the group.
 - 2 Conduct a group vote to choose the two winners.
 - 3 Present your group's choices to the rest of the class.

Wordlist

Unit 5

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetecae).

be in two minds about sth *pp* (RS) to have difficulty making a decision

be on the mend *pp* (52) INFORMAL if you are *on the mend*, your health is improving after an illness or an injury

burst its banks *vp* (RS) if a river *bursts its banks*, the water in it gets so high that it spreads over the land near the river

crystal clear *adj* (53) very clear

drop off (to sleep) *v* [I] (53) to start to sleep

the emergency services *n* [C] (56) the organizations who deal with accidents and urgent problems: ambulance service, fire service, the police

gasp for breath *vp* (53) to breathe loudly and with difficulty, trying to get more air

have a flashback *vp* (RS) to have a sudden memory of something that happened in the past, especially something bad

head for sth *v* [I] (RS) to move towards something

in the distance *pp* (52) a long way away

in excess of *pp* (53) more than

keep an eye on sth *vp* (52) to watch or look after something

keep up with sth *v* [I] (56) to manage to do work as it is given to you and not be late in doing what you have to do

keep your fingers crossed *vp* (52) something people do for luck to hope that things will happen in the way that they want them to

look on the bright side *vp* (RS) to find good things in a bad situation

lose your nerve *vp* (52) to suddenly become frightened and be unable to do something

make a difference *vp* (56) to have a good effect on a situation

pull sb's leg *vp* (50) INFORMAL to try to make someone believe something that is not true as a joke

pull over *v* [I or T] (56) if a vehicle *pulls over*, it moves to the side of the road and stops

risk your life *vp* (55) to do something that is so dangerous you could die

save sb's life *vp* (56) to do something to prevent someone from dying

settle up *v* [I] (52) to pay someone the money that you owe them

stab sb in the back *vp* (50) to do something harmful to someone who trusted you

take sb to court *vp* (50) to take legal action against someone

turn a blind eye to sth *vp* (50) to pretend not to notice something or to ignore something that you do not want to see often because you know is wrong

Unit 6 Picture yourself

Unit objectives

- **Reading Part 3:** understanding the text before tackling multiple-choice options
- **Writing Part 2:** writing a review, using adjectives
- **Use of English Part 2:** with emphasis on pronouns and reference devices
- **Listening Part 3:** listening for detail, for gist and for global meaning
- **Speaking Part 3:** comparing different ways of dealing with the task, interacting naturally, being systematic, referring to photos, using reference devices
- **Grammar:** avoiding repetition
- **Vocabulary:** adjective/noun collocations (2)

Starting off

 **Is a warmer** Students work in small groups.

- With books closed, ask them to take turns to describe a particularly good or bad photo of themselves, saying what they are doing, when the photo was taken and why they like/dislike it.
- With books open, ask students to look at the self-portraits and discuss the question: How are portraits different from photos? (*Suggested answers:* Portraits are a subjective impression of the sitter, whereas photos are a more mechanically produced image and therefore more superficially accurate; portraits don't give an image of someone at a precise moment but an image built up during the time taken to do the portrait; portraits only include what the artist decides to include so that nothing is accidental.)

 Ask students to take notes while they listen.

Suggested answers

Speaker A: 1 Speaker B: 5 Speaker C: 4

Recording script

 CD1 Track 15

Speaker: This portrait is one which I started from a photo of myself actually, but after a time I came to the conclusion that photos aren't that good when you're trying to be creative. You know, I found

myself sort of imitating the photo and that wasn't very satisfying. So I switched to drawing in front of a mirror instead. Anyway, I like this self-portrait because I think it says a few things about me, like that I'm quite neat, for example, perhaps a little unadventurous in the way I dress – not like most artists – but I think I've captured quite a sincere and thoughtful expression on my face. Also, I think I look quite sort of approachable, not at all threatening, someone it's nice to be around. At least I hope so.

B

Evelyn: You know, I've done quite a few portraits of friends and classmates and so on, normally from photographs, and people are usually quite complimentary about them, but you should have heard some of the things my friends said about this one! 'You're so serious!' 'We never see you concentrating like that!' 'You're not like that at all – you're normally always joking and laughing!' You see, I did the drawing in front of a mirror as a sort of experiment to see if I could do a self-portrait from life like Rembrandt or someone, and I found I kept having to move my head, so my hair kept getting in the way and I got quite frustrated. It took me hours! Still, I'm quite proud of the way my eyes turned out, sort of thoughtful and sincere.

C

Lindsay: I've looked at quite a few self-portraits because I was interested how this one turned out, which was not at all how I expected. Most artists look like they're really concentrating hard and you don't catch them smiling much. In this one I look like sort of uptight, moody, even a bit aggressive or angry. I'd just come back from holiday and my face was pretty tanned. I found it pretty difficult to capture that tanned look and my fair hair in a black-and-white portrait. I'd like to look more relaxed, though.

- 3 Alternative treatment** Ask students to work in pairs. They should imagine they have painted a portrait of someone else in the class. Give them two or three minutes to prepare and then ask them to describe the portrait using the points in the book (pose, clothes, etc.). The rest of the class have to decide whose portrait they are describing.

Reading Part 3

- ① **As a warmer** Tell students they are going to read about a competition for young people where they draw a portrait of themselves. Ask: If you were judging the competition, what things would you look for? Students can discuss this in groups.

Suggested answers

(ruthless honesty, ways of deceiving,) pretty-faced teenager, soft-focus fashion model, alone and misunderstood, sheer exuberance, toothy grins, grimacing teenage angst, young people doing anything from brushing their teeth to donning funny hats to listening to iPods, less self-consciously presented, caught unprepared, mapped out the spots on their faces, advertisements for L'Oréal, bad-hair days, cloned clumps, engaged, enthusiastic and eager

- ② Tell students that in the exam they will have multiple-choice questions, but that it's important to understand the text before tackling the options. Ask them to locate where each question is answered in the text, underline the relevant passage and answer the question in their own words. Don't go through the answers yet, as you will do this when you check the answers to Exercise 3.

③

Answers

1 C 2 D 3 A 4 B 5 D 6 A 7 B

Notes

- 1 C You were interested in how your face and hair looked. We were interested in honesty, courage and lack of self-consciousness.
 2 D To study a self-portrait is to understand how an artist wants to be seen ... a self-portrait reveals how its sitter sees the world.
 3 A Sometimes the panel burst out laughing at the sheer exuberance – though that was mostly in the work of the younger entrants before the toothy grins gave way to grimacing teenage angst.
 4 B 'The best images ... are ... not just trying to make pictures that look as if they are finished.' Most of the most obviously perfect images were passed over by the panel.
 5 D several got so caught up that their images were more like advertisements for L'Oréal. They weren't worth it.
 6 A here, it seems, is a teacher who knows how to tease out and develop innate talent.
 7 B what does this competition tell us about the entrants? It offered a portrait of young people who are engaged, enthusiastic and eager.

- ④ **Extension idea** Ask students:

- Should art be part of the school curriculum?
- Do you think teaching art is as important as other subjects such as maths or languages? Why (not)?

Grammar

Avoiding repetition

- ① **As a warmer** Ask students:

- Why is it important to avoid repeating the same words too often when you are writing or speaking? (Answer: It becomes monotonous, it's inefficient, it's bad style.)
- How can we avoid repeating the same words? (Answer: by using synonyms, pronouns, etc.)

When students have finished Exercise 1, go through the Grammar reference on page 154 (Avoiding repetition) with them.

Answers

2 themselves, another, they 3 those, they 4 this 5 whose 6 that

- ② Tell students they should be aware of potential errors like these and try to avoid them.

Answers

2 it one 3 it so/this 4 it one 5 these this 6 all everything / it all 7 it one 8 it that/this 9 yourself you

③

Suggested answers

2 Fewer and fewer people listen to classical music. This means / , which means that it is being recorded less / less is being recorded. 3 I have read lots of books for my Business Studies course. The ones / Those I enjoy most are the ones on management theory. 4 I'm hoping to be given a pay rise. This / That / , which / It will mean I can buy a better car. 5 I want Karl, Pau, Ludmila and Mar to come to the meeting. I've told Karl. Can you tell the others? 6 Marina doesn't like spending a lot of money on books, so she tends to buy second-hand ones. 7 My mother asked you to help her. She'd have been so happy if you'd done so / if you had. 8 When Raul feels strongly about something he says so. 9 She didn't do the shopping because no one asked her to / no one asked her to do so. 10 Someone left a message on the answering machine but they didn't leave their name.

This may be a suitable moment to do the photocopying activity on page 63.

Listening Part 3

Biographical note

Liam Carolan was born in 1949, and studied painting at Bath Academy of Art. He took up portrait painting in the 1980s and has exhibited at the Royal Academy and the Royal Society of Portrait Painters. He works in the UK and sells his work from various galleries.

- These questions are intended to get students interested in the subject and to make them think about the questions in the Listening task.

Answers

1 B 2 A 3 C 4 A 5 D 6 D

Recording script CD1 Track 16

Interviewer: Good evening. I have in the studio with me today the distinguished still-life and portrait artist, Liam Carolan. Liam, when did you first realise you had artistic talent?

Liam Carolan: Well, it was always impressed upon me when I was young, because both my parents were artistic, the family shall we say. My father taught in an art school and was also a very good portrait painter, though he did them really just out of interest – not to earn a living that way. He had a fair number of exhibitions in London before the war, but with abstract paintings, and so he was quite avant-garde for the time. He even had one with Picasso.

Interviewer: So did you always have it in mind to be a professional artist?

Liam Carolan: Well, no, I wouldn't say ... I think my experience in art college made me sceptical of that idea and I was rather disillusioned for quite a long time and I didn't do very much in the way of art after leaving college. The training that I had wasn't really directed towards the sort of things I'm doing now. In those days students were encouraged towards more cerebral attitudes to art and what I do is, some people would say, obsolete or even perhaps naïve, but I'm still painting figurative paintings today.

Interviewer: Why would people prefer a painted portrait to a photograph of themselves?

Liam Carolan: I think generally most people feel that if you have something made by hand rather than by a machine and if it's a design feature in the house, then a portrait hanging on the wall is much better to live with, although people who like living in very modern environments might prefer to have a photograph hanging on the wall. But whether it's a portrait or a landscape, I think most people if you asked, 'Do you prefer a photograph or a painting?', I think most people would say a painting.

Interviewer: Do you tend to paint your subjects from life or from photos?

Liam Carolan: Well, I used to paint from photos but now I tell people I'd prefer not to. But interestingly, when I have done so the reaction has been, 'I thought that was a photograph!' In other words, the painting looks like the photo, so I think a painting from life gives life to the painting and why that's the case is for many reasons to do with your contact with the person that's in front of you, the tension that's created when you're dealing with an individual one to one. There's a nervousness and an adrenalin that goes into that painting which is sparked off by that interaction. It's not something you think about when you're in the process of doing it, but the technique is completely different when you're painting someone as a three-dimensional object.

Interviewer: Mmm. How do you go about capturing the personality of your sitters?

Liam Carolan: I think just to try and paint what you see in front of you, which is a difficult enough task, is sufficient. And I think that if you do that, then something about the person will come through without you forcing it. And often I think perceptions of the qualities of a sitter or a subject are things that are noticed by the observer of a portrait rather than things produced by the painter. I think there's something about a painted portrait as opposed to a photograph which draws the viewer in and then they see things about the subject that they'd never noticed before.

Interviewer: You've done a number of self-portraits, haven't you? Why did you do those?

Liam Carolan: Really just for practice. If I haven't got a model around, then I'm left with myself. Actually, I've usually been dissatisfied with the

Q6

results. It's not necessarily more difficult than doing other people, but there is a problem of getting the scale. I always stand almost next to the sitter when I'm doing an oil painting to get it life size and if you're looking in a mirror, the image that you see is always smaller. I've got one self-portrait that I like and I think that most people think that I look rather ferocious. But from a technical point of view I think that it's good. It isn't, I think, a particularly flattering one in fact.

4 Extension idea Ask students to discuss the following Speaking Part 4 style questions:

- Digital cameras have made photography very cheap and easy. What things do you like to photograph and how do you go about taking good photos?
- Some people think that having photographs of things we've done and places we've been changes the way we remember things. How far do you agree?
- Many tourists seem to spend more time taking photos of the places they visit than looking at the places themselves. Do you think tourists generally take too many photos?

Vocabulary

Adjective/noun collocations (2)

- 1** Ask students to grade the adjectives from smallest to largest (excluding *big*) to talk about a number. (Answer: small, limited, fair, large, huge.)

Answer
big

- 2** Point out to students the variety of correct alternatives to *big* in the box. Encourage them to choose vocabulary with care. Tell them that by choosing a correct collocation their speaking and writing will be more natural and accurate.

Answers

Common collocations include:

2 amazing/huge/wide 3 loud/terrible/tremendous
4 considerable/great/huge/tremendous
5 heavy/terrible/tremendous 6 amazing/good/great/tremendous/valuable 7 high/large
8 amazing/considerable/good/great/huge/satisfactory/tremendous 9 considerable/huge/tremendous/wide 10 amazing/considerable/endless/great/huge/tremendous/wide

3

Suggested answers

Words like *huge* and *tremendous* have a more extreme meaning than *great*, *considerable* or *large*. They also tend to be used in more colloquial situations. *Amazing* conveys surprise at how much; *terrible* conveys a negative attitude towards how much; *good*, *valuable*, *satisfactory* and *great* (in many contexts) convey a positive attitude.

Extension idea Ask students to write five of their own sentences using collocations from Exercise 2. They then read their collocations to their group who discuss how suitable they are.

Speaking Part 3

- 1 As a warmer** With books closed, ask students to work in small groups and brainstorm as many activities as they can which involve using books (e.g. reading an instruction manual). Write their suggestions on the board. Then ask them to open their books and compare their ideas with the photos before they move on to the pair discussion in Exercise 1.

- 2 Alternative treatment** Before they listen, ask students in pairs to look at the eight questions and decide which are good strategies for doing Speaking Part 3.

Answers

1 Pair A 2 Pair B 3 Pair A 4 Both pairs
5 Both pairs 6 Pair A 7 Pair B 8 Pair B

Recording script CD1 Track 17

Pair A

Teacher: Here are some pictures showing some of the roles books play in our lives. First, talk to each other about the different roles which books play in our lives. Then decide which activity is the most demanding.

Martyna: Do you read books, Hans?

Hans: Not much, to tell you the truth.

Martyna: Well, I do. I'm studying literature at university, so I read a huge number of books – not for pleasure, though I do read some books for pleasure as well.

Hans: Well, the photos. This one here looks quite demanding – there's a librarian putting books back on the shelves, she's having to be very methodical, she's probably having to work quite quietly, not make a loud noise, so as not to disturb people in the library ...

Martyna: Yes, I think if I was doing that, I'd probably feel a bit frustrated, because I like to chat and talk quite a lot and I'm not too organised, so I'd find that quite demanding.

Hans: And there's this one with someone just relaxing and reading a novel probably ...

Martyna: Yes, not very demanding, but quite enjoyable. And this one here of the teacher helping the child to learn to read ...

Hans: Yes, that could be quite demanding because as a child it's probably quite hard to grasp the concept of reading.

Martyna: And for the teacher too to have the patience. I think if I was the teacher, I'd find it very satisfying to actually teach kids how to read for the first time.

Hans: But again, you'd have to be very methodical, which you say you aren't, so I imagine for you that would be pretty demanding. And here's another one with a boy studying, taking notes, which could be quite demanding. It depends what it is, though. He could be studying ...

Pair B

Teacher: Here are some pictures showing some of the roles books play in our lives. First, talk to each other about the different roles which books play in our lives. Then decide which activity is the most demanding.

Carlos: Well, the first picture shows someone writing in their diary. I think this shows how books can be used to keep a record of what we do and our lives ...

Antonia: Yes, and also our thoughts and our feelings. Then in the second one there's a teacher using a textbook – I think it is to teach something and this shows how books can be a store of knowledge ...

Carlos: Yes, all the things we can't carry in our heads can be kept in books ...

Antonia: Or on computers nowadays ...

Carlos: Yes, and the third one shows a librarian, someone working with books ... So let's move on to the next part. Which do you think is the most demanding, Antonia?

Antonia: Well, although I like the idea of keeping a diary with all the things I've done each day and the people I've seen, I think this one with the diary would probably be the one I'd find the hardest

because I'm just too tired at the end of the day. What about you?

Carlos: Yes, I'm the same, but also perhaps the one of the student taking notes, because he might have to grasp some quite difficult concepts ...

Antonia: Yes, and when you're taking notes you're usually reformulating someone else's ideas, which you've got to understand, and then expressing them in a format which you find easy to work with yourself.

Carlos: And which others do you think are really challenging? This one perhaps with the teacher teaching a child to read?

- 3 Ask students why using synonyms is better than merely repeating *demanding* when answering the question. (Answer: It avoids repetition and shows students' range of vocabulary, so it will get them higher marks in the exam.)

Answers

- 1 Suggested answer: Both pairs deal with the task well, although the first pair don't immediately deal with the task. The second pair are more methodical.
2 hardest, difficult, challenging

- 4 Elicit what all the missing words in the box have in common. (Answer: They include pronouns and demonstratives to avoid repetition.)

Answers

- 2 was doing that 3 this one 4 which
5 that would be 6 the one 7 which others

- 5 Before doing this exercise, ask students to work alone and think how they can use the phrases from the box in Exercise 4 when answering the question. Then give them two or three minutes to work in pairs and discuss each of the photos in turn. Tell them that discussing the photos in turn is a good strategy for the exam.

- 6 **Alternative treatment** Ask students to work in groups of four.

- Two students do the task and the other two students listen.
- Tell one of the listeners to listen and check how well the speakers answered the questions:
 - Did they talk about all the pictures?
 - Did they say how young people can benefit?
 - Did they reach a decision about which activity would be most popular?

This student should also keep an eye on the time and give the speakers exactly four minutes for the task.

- Tell the other listener to check for accuracy:
 - Did they make any mistakes with their English?
 - Did they choose the right vocabulary?
- When the speakers have finished, the listeners should give them feedback (they may also want to check questions of accuracy with you).
- Round up with the whole class by eliciting the main points of feedback from each group.
- Students then change roles so that the listeners become the speakers and vice versa.

There is extra help for students on Speaking Part 3 in the Speaking reference on page 177.

Use of English Part 2

- 1 **Alternative treatment** Ask students to brainstorm reasons for having art in workplaces and places where people study.
- 2 Give students a maximum of two minutes for this.

Answers

1 It reduces stress, raises productivity and creative thinking, stimulates and inspires, makes employees feel cared for. 2 Previously it was aimed at visitors and customers, now it's also aimed at employees.

- 3 You can give your students some help to get them thinking along the right lines. Ask them to look at questions 1, 2 and 3 and elicit answers to these questions:
- What type of word is needed for question 1? (Answer: a noun or pronoun)
 - What do you notice about the verb that follows the gap for question 1? (Answer: It's in the third person singular.)
 - What verb forms can follow *to be* (question 2)? (Answer: present or past participle)
 - What type of word is needed for question 3? (Answer: a verb)
 - Can you think of a phrasal verb with *down on* that means the opposite of *raises*? (Answer: cuts down on)

Answers

1 what 2 done 3 cuts 4 will 5 one
6 those/these 7 likely 8 some 9 their/the
10 who 11 in 12 longer 13 throughout/through/
around 14 it/this 15 so

- 4 Point out to students that this exercise is similar to the Speaking Part 3 task. Before they do the exercise, elicit some advice about how to do Speaking Part 3 well, e.g. *Don't describe each photo in detail.* Refer them back to the Exam advice on page 63.

Writing Part 2 A review

- 1 **As a warmer** With books closed, ask students:

- Do you ever buy or read novels?
- How do you decide whether to read a novel or not?
- Do you ever read reviews of books? Where?

Then ask students to work in pairs or small groups to answer questions 1–3 about the content of a book review.

Answers

- 1 **Suggested answers:** a No – a general overview of the plot without giving away the ending
b No – brief summaries of main characters
c No – this is not asked for in the task. d Yes
e Maybe – this is not asked for but you can include some criticism. f Yes g Maybe – if the book is connected with why you enjoyed it. h Yes
- 2 **Students' own answers**
- 3 what other readers may find interesting about it

- 2 **Alternative treatment** Ask students:

- Have you read the novel or seen the film?
- If so, to what extent do you agree with the review?

Answers

descriptions of the main characters(h), a general recommendation(d), what was most enjoyable about the book(f), a synopsis of the plot(h)

- 3 Tell students that reviews tend to contain a lot of adjectives to describe the plot, the setting and the characters. In the exam, candidates gain marks by using a wide range of appropriate vocabulary.

Answers

a paragraphs 1 and 2 b paragraphs 1, 2 and 3
c paragraphs 1, 2 and 4 d paragraph 4

4

Answers

I was fascinated; I was spellbound ... horrified and caught up in the suspense

Extension idea Ask students what tense is used to describe the plot and why. (Answer: the present simple – this is generally used for recounting plots of books or films.) Then ask them to find examples of how ideas are contrasted in the review. (Answers: I was spellbound ... and at the same time horrified, motivated by love yet capable of extreme violence, brash but lovable, unlike any novel you have read before)

Answers

Characters: *Inman*: army deserter, thoughtful, observant hero, desperate to escape, motivated by love, capable of extreme violence; *Ada*: the heroine, well-off, sheltered background, incapable of surviving, becomes self-sufficient and decisive; *Ruby*: brash but lovable country girl

Places: war-torn, wild, isolated, harsh conditions, rural backwater

Give students some minutes to work alone and make notes before speaking to their partner. Tell them to write down adjectives they could use to describe the plot, the characters and their feelings about the novel.

Although students have approximately 45 minutes for this task in the exam, at this stage in the course it is reasonable to suggest that they concentrate on achieving the task successfully rather than giving them a time limit.

When writing reviews, you can refer students to page 169 (Writing reference – Review).

Vocabulary and grammar review

Unit 5

Vocabulary

B	L	O	O	D	M	F	L	U
F	I	N	G	E	R	S	D	
K	C	H	E	S	T	F	N	
N	E	Y	E	I	I	O	L	
E	A	O	B	C	P	O	E	
E	S	W	A	A	U	T	G	
A	E	E	C	A	R	M	A	
I	N	F	K	H	E	A	D	

1 fingers, d 2 eye, e 3 leg, f 4 blood, a 5 arm, b 6 back, c

Students' own answers

Grammar

- 4 1 to help, to train, to be 2 to climb, to leave, to be rescued 3 waiting, phoning, to put out, realising, putting 4 to take, getting, snowing / to snow, climbing, to admit, telephoning, to ask, contact, regretting, to ignore
- 5 2 We *were* lucky to avoid / have avoided the floods.
3 I regret *having made* that phone call to my sister.
4 We *can't* afford to buy a new car.
5 He *denies* (ever) seeing / having seen her before.

Vocabulary and grammar review

Unit 6

Vocabulary

- 1 2 wide 3 large 4 deep 5 high 6 heavy 7 big 8 high

Grammar

2 Suggested answers:

- When a child feels unhappy, they will ask for their mother more often than for their father.
- Gustav bought a large house by the sea about ten years ago, which / This / It turned out to be a good investment.
- Leonardo lived in Canada as a child, which is / That's why he speaks such fluent English.
- Svetlana spent several months trying to decide which car to buy and she finally bought one last week.
- Three runners entered the race, but only one (of them) finished because one twisted her ankle and another stopped to talk to her friends among the spectators.
- Matthew likes reading novels, especially romantic ones.
- Violeta bought some apples in the market. She put some (of them) in the fruit bowl and used the others to make an apple pie.
- Narayan has had two jobs. Both were in a bank but unfortunately neither was well paid.
- There are five official languages in Spain and Manolo speaks all of them.
- Pete had never spoken to Ann although he'd often wanted to.
- Maria often invites me to go with her on business trips to New York, but I never have / I've never done so.

- 3 2 The judges *tended to be keener* on portraits painted from life than portraits painted from photos.
- 3 This painting *does not look as if/though / like* it is finished.
- 4 Several of the applicants *were passed over due/owing* to their age.
- 5 Appearance is *what matters (the) most* to many teenagers.

Unit 6 photocopiable activity:

An arts festival Time: 25 mins

Objectives

- To discuss the benefits of arts festivals
- To encourage fluency while problem-solving
- To practise informally presenting and summarising ideas

Before class

You will need one photocopy of the activity page for each student.

In class

- 1 As a warmer Before distributing photocopies, ask students:

- Do you have an arts festival in your town?
- What form does it take?
- How does it benefit the town / the participants?
- Do you participate in the festival? How?

You can also encourage students to talk about other arts festivals they know about. Then distribute the photocopies and ask them to do Exercise 1.

- 2 Tell students that they will have to argue in favour of the idea they choose, so they should think of extra ideas to make the idea more persuasive.
- 3 Tell students they can also modify the idea or suggest something completely different if they wish. They should make brief notes to refer to when they make their presentations.
- 4 While each student is making their presentation, the others in the group should listen and think of questions to ask afterwards. At the end of the group discussions, ask a spokesperson from each group to present their conclusions to the whole class.

An arts festival

Work in small groups. Imagine you live in a small town (population 15,000) which has a large sum of money available for an arts festival. You are on the organising committee. Which of these do you think are the three best reasons for organising an arts festival in a small town?

- To attract artists to live in the area
- To attract visitors to the town
- To bring in new business and create employment locally
- To educate local people about the arts
- To find a new use for derelict or run-down areas of the town
- To get local people interested in the arts
- To improve the town's image
- To justify building new facilities, e.g. an art gallery
- To make the town better known nationally and internationally

Work alone. You recently asked local people to submit ideas for the arts festival. Read the ideas on the right and decide which idea you think is the best.

Work in groups. Discuss which idea is best and decide how you could improve the idea you choose. Then work together to prepare a short presentation in which you explain:

- the type of arts festival you'd recommend
- the reasons for choosing it
- how it would be organised
- the advantages it would bring for the town.

Change groups and take turns to give your presentation to your new group. At the end, decide together which idea you'll adopt.

We have three cinemas in town and none of them are ever full except when we get a really good film. Young people prefer to go to clubs; older people hire DVDs because they're cheaper than going to the cinema. We could have a science-fiction film festival with a series of prizes for the best director, best script, best special effects, etc. It would attract actors and film directors to the town, put us on the map and get local people, especially young people, more interested in the cinema and get us into the news.

Although the town itself is not very attractive, we're surrounded by beautiful countryside and I think we should have a festival where we revive traditional rural arts and crafts. There are lots of people locally who know about these things and we could attract others from outside. This way old habits and customs wouldn't get forgotten and it would provide a point of contact between the older and the younger generations.

I have this wonderful idea where we could get artists and painters to come to the town and brighten it up! Each year they could come to a different street and paint murals on the outsides of the buildings. Little by little, the town would become a curiosity and attract thousands of tourists!

What would really put the town on the map is a pop music festival. We're surrounded by countryside so there's plenty of space and if we could get good singers and groups, people would come from all over the country. I know it would take a lot of organising, but it would also be a great boost for local businesses.

My idea is for an open-air festival of music and dance to be held in the streets at some time in the summer. People would really enjoy it because there are not many festivals like that in this country and it would have novelty value. The performers needn't be professionals; we could invite schools and colleges from around the country to come and perform. We could even make it into a sort of competition.

Wordlist

Unit 6

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completeca).

as opposed to *pp* (RS) used to say that two things are different

bad-hair day *np* (58) HUMOROUS a day when your hair looks bad and you do not feel attractive

be/get caught up in sth *vp* (65) to be or feel involved in something or obsessed with it so that you do not pay attention to other things

catch sb unprepared *vp* (58) to discover someone in a state in which they are not prepared or ready for something

draw sb in *v* [T] (RS) to attract someone to something and make them look at it closely

endless supply *adj+n* (64) a very large amount of something that never ends or never seems to end

a fair number of sth *np* (62) quite a lot of something

feel strongly about sth *vp* (60) to have a very definite opinion about something

flattering *adj* (RS) making you look more attractive than you really are

from the outset *pp* (65) from the beginning

from a sheltered background *pp* (65) if someone is from a sheltered background, their parents have protected them too much and they have experienced very little danger or excitement

from a technical point of view *pp* (RS) considering the skills that are needed for something

grimace *v* [I] (58) to make an expression of pain, strong dislike, etc. in which the face twists in an ugly way

have an ear for something/have a good ear for something *vp* (65) to be good at hearing or repeating a particular type of sound

in a random order *pp* (63) in no particular order, showing no plan or system

leak out *v* [I] (58) to escape

map sth out *v* [T] (58) to draw a detailed map of something

not least *adv* (58) FORMAL especially

out of interest *pp* (RS) if you do something *out of interest*, you do it because you are interested in something and not for any other reason

pass over sb/sth *v* [T] (58) to ignore something or give attention to it

scratch a living *vp* (65) INFORMAL to only just earn enough money to provide yourself with the most basic things for living

spark sth off *v* [T] (RS) to cause the start of something

take on a character of its own *vp* (58) if something *takes on a character of its own*, it is so interesting and unusual that you notice it before anything else

tease out sth *v* [T] (58) to manage to reveal something that is hidden

turn out *v* [I] (RS) to happen in a particular way

Unit 7 Leisure and entertainment

Unit objectives

- **Reading Part 2:** reading the core text to become familiar with content and structure, identifying links between core text and missing paragraphs
- **Writing Part 2:** an informal letter: choosing appropriately informal language depending on the purpose of the letter and what the reader expects from it
- **Use of English Part 1:** selecting correct options on the basis of specific criteria (meaning, collocation, dependent prepositions), eliminating obviously incorrect options
- **Listening Part 4:** reading tasks and identifying key ideas, listening for words and phrases which relate to these key ideas
- **Speaking Part 2:** speaking fluently, showing communicative competence
- **Grammar:** ways of linking ideas
- **Vocabulary:** prepositional phrases, money verbs

Starting off

Warmer Write the word *leisure* on the board and ask students what it means to them. Elicit and discuss ideas from the class.

Ask students to work through the questionnaire individually. At this stage they should not spend time answering the questions in brackets.

Students work in pairs. Limit the time they spend discussing the questions in brackets (five to ten minutes only). If time allows, round off with a whole-class discussion.

Extension idea Ask students to discuss an activity they could do together as a class.

Listening Part 4

Answers

1 folk 2 opera 3 disco 4 Latin 5 pop
6 classical 7 soul 8 jazz 9 rock 10 world

Extension idea Ask individual students to speak for a few seconds about one of the types of music they have heard.

Recording script CD1 Track 18

Music extracts – see Answers above.

- 2 The matching activity in question 2 is designed to focus students' attention on the list of options A–H in Task One. Point out that there are three options that don't have matching photos – similarly, for each task in Exercise 3, they will need to choose five of the eight options.

Answers

1 E 2 A 3 H 4 possibly B 5 D

- 3 Point out that for each task students have to choose five answers from lists of eight.

Answers

1 D 2 H 3 E 4 A 5 B 6 H 7 G 8 A
9 C 10 E

Recording script CD1 Track 19

Speaker 1: I've been involved in traditional music since I was a kid. My father was well known round here as a singer of the old songs. He sang at family gatherings, and he also played the accordion in a band that performed at weddings and other local functions. My grandfather was a genuine traditional singer who had a whole repertoire of family songs that had been passed down from generation to generation. All the songs were handwritten in a big book. As he got older he relied more and more on the book, but his voice was strong until he died. I'm proud to say I continue to sing some of the family songs – but not just in our village. I've travelled all over the world and played in front of audiences of thousands. It would have made my grandfather smile.

Speaker 2: Until a few years ago I thought of tango as something that only older people did, but then we went to a concert by the Gotan Project when they were playing in London, and I couldn't believe how exciting tango could be. For a start the music was amazing. As well as having normal tango instruments – the violin and guitar and bandoneon – they also used electronic music – you know, samples and beats. The rhythm was so infectious that some people got up and bopped in front of the stage, whether they could actually tango or not. Since then, I've joined a class and learned some of the basic moves.

Speaker 3: I love my iPod and quite frankly I'd be lost without it. I listen to it nearly all the time. whether I'm commuting, exercising or trying to drown out some noise and relax. I mainly listen to rock music, but I quite like jazz and I even listen to classical stuff if I'm feeling stressed – it can be very relaxing listening to composers like Mozart if you're in a crowded train or sitting in a traffic jam somewhere. It's a brilliant invention. I've got over seven thousand songs on mine – that's nearly my whole CD collection and of course I download stuff from time to time – usually single tracks rather than whole albums.

Speaker 4: I'm trying to start a jazz band with a friend – I play percussion and Ed plays trombone, but our main interest is composing. The band we have in mind would have seventeen players – obviously we wouldn't be professional, at least not until we'd built up a reputation. Most of the musicians we're approaching play in various different outfits – rock, jazz, folk and classical – so they wouldn't be available all the time. We're hoping to make a CD but the logistics are a nightmare. Rehearsals would be tricky – getting so many people into a studio at once, and there'd be the expense. So at the moment it's just a dream.

Speaker 5: I've just come back from Womad in Singapore – it was awesome. I went with a few friends and we got in for free because we were in the hospitality crew. We had to carry loads of stuff from one place to the next, but we still had plenty of time to get into the music – dance around like mad. We got to talk to quite a lot of the acts – we got signatures and photos. It was a great experience, especially when the artists thank you for doing such a good job. There was a really great line-up of artists. Most of them I'd never heard of before, but I'll be listening to them from now on – until next year's festival.

- 4 For question 2, ask students to read out one or two of their more interesting answers.

Answers

1 **a** occasions when whole families get together, for example for a birthday party, wedding etc. – usually private **b** social gatherings or ceremonies, for example parties, weddings etc. – usually public **c** I couldn't manage/function properly if I didn't have it. **d** it isn't likely to happen / it's a fantasy
2 *Students' own answers*

Vocabulary

Prepositional phrases

- 1 **As a warmer** To introduce three-part phrases, write this sentence on the board and elicit the missing words from the class: *I've kept touch several of my friends from primary school. (Answer: touch with.)*

2

Answers

2 means 3 keeping 4 addition 5 start

Reading Part 2

- 1 Ask students if they are or ever have been a member of a virtual world like *Second Life*. Ask them to discuss some of the best and worst aspects of this kind of hobby.
- 2 Emphasise to students that they should try to understand the gist of the core text before attempting to add the missing paragraphs.

Answers

1 listening to music (music festival) / going to nightclubs 2 They are put in 'prison': a cornfield where they are made to watch black-and-white public service television announcements from the 1950s in a continuous loop.

Background note

The Matrix depicts a future in which reality perceived by humans is actually 'the Matrix': a simulated reality created by sentient machines in order to pacify and subdue the human population while their bodies' heat and electrical activity are used as an energy source. Upon learning this, the computer programmer Neo is drawn into a rebellion against the machines.

Discussion idea Find out how many students have seen the film *The Matrix*. If most of them are familiar with the film, ask them to say what the drama is about and to contrast similarities with *Second Life*.

Suggested answers

- Point B to point out a political aspect of *Second Life*
- Point C to show how *Second Life* can be used for commercial purposes
- Point D to show how *Second Life* can be used for publicity/advertising purposes
- Point E to give an example of how the virtual world and the real world interact
- Point F to illustrate the range of activities that users of *Second Life* are involved in
- Point G to point out that *Second Life* is not an original concept

Answers

1 E 2 F 3 G 4 A 5 D 6 C

Notes

- 1 E *The Matrix* (end of paragraph 1) – Like the world inside the Hollywood hit (start of paragraph E)
- 2 F thousands of new members joining every day (end of paragraph 2) – Some of these (start of paragraph F)
- 3 G friendships, love affairs and entire subcultures in which relationships like this can flourish (start of paragraph G); Games (paragraph G) – *Second Life*, however, is not a game (start of paragraph 4)
- 4 A According to Justin Bovington, (paragraph 4) – The chief executive ... continues (start of paragraph A)
- 5 D music ... was streamed (paragraph 5) – In a similar way, the premiere ... was also streamed (start of paragraph D)
- 6 C a pet manufacturer, a nightclub owner, a car maker, a fashion designer, an architect, a tour guide, and a property speculator ... a detective agency (paragraph 6) – From these and other services (start of paragraph C); a virtual land development business (end of paragraph C) – Normal commercial activities such as these (start of paragraph 7)

5

Answers

- 1 *gatecrashing*: going to a party (etc.) that you have not been invited to (*Clues*: A *gate* is a barrier; *crash* means *to break through*.)
- subcultures*: groups of people who have their own shared values, traditions, etc. within a larger society (*Clues*: A *culture* is the way of life of a particular society; one of the meanings of the prefix *sub-* is *a smaller part of a larger whole*, e.g. *subcommittee*, *subcontinent*.)
- 2 *user-generated*: produced by users (*Clues*: *Generated* means *produced* or *created*; *user* is from the verb *use* and is often found in compounds, e.g. *user-friendly*, *user name*, *user group*.)
- 3 *killer*: (informal) exceptionally powerful/exciting, having a great impact on people

6

Students could discuss all three questions, or choose one to discuss in more depth.

Grammar

Ways of linking ideas

- 1 **As a warmer** Ask students how many different ways they know of linking short sentences to make longer sentences when they are writing. You might expect to elicit the following:

- conjunctions (*and*, *but*, *although*, etc.)
- relative pronouns (*who*, *which*, *that*)

Students now look at the Grammar reference on page 155 (Ways of linking ideas) and work through Exercises 1 and 2 in pairs.

Answers

2 c 3 b 4 a 5 d

2

Answers

- a a relative clause b a participle clause
- c a descriptive noun phrase d a descriptive noun phrase
- e a conjunction

Note on apposition

Noun phrases which refer to the same thing/person can be placed together in a clause, following each other in sequence, and they are said to be 'in apposition'. In writing, these phrases are usually separated by commas. In the following examples, the underlined pairs of phrases are in apposition – for example, *France's first lady* is in apposition to *Carla Bruni-Sarkozy*.

- Carla Bruni-Sarkozy, France's first lady, reveals today that she fell in love with the President for his good looks and his 'five or six brains'.
- In early October, a number of residents from Grosmont, a village in south Wales, are planning a party with a magnificent hog-roast as the centrepiece. The village, home to around 200 households, is cushioned on all sides by Monmouthshire's Black Mountains and with local life revolving around a small pub, The Angel, little excuse is required for a knees-up.

3 Ask students to find at least two examples of each kind of linking device in the text.

4

Suggested answers

- 1 The novel *Snow Crash*, (which was) written in 1992, foresaw a futuristic virtual world called the metaverse in which characters controlled digital representations of themselves, known as avatars.
- 2 Players can convert their 'play money' into US dollars, using their credit card at online currency exchanges.
- 3 Because a player's real-world personal reputation may be affected by their virtual representation in the virtual social world, they are even more likely to spend real money on their avatars.
- 4 *Second Life* participants pay 'Linden dollars', (which are) the game's currency (and) which they use to rent or buy apartments from Chung, (who is) the property developer, so that they have a place to build and show off their creations.

Use of English Part 1

1

Background note

The word *Bollywood* is a combination of *Bombay* (now called Mumbai) and *Hollywood*. Indian cinema is generally thought of as beginning in 1913 with DG Phalke's silent film *Raja Harishchandra*. However, the classic Bollywood films generally come in the form of musical melodramas and romances with big song and dance production numbers. They are hugely popular, attracting a larger audience worldwide than Hollywood-made productions.

2 This is intended to be a gist reading question to familiarise students with the text before they start the task itself.

3

Answers

1 B 2 C 3 B 4 B 5 D 6 B 7 A 8 E
10 B 11 C 12 A

Extension idea If this is not too sensitive an issue for your students, discuss the topic of arranged marriage which is mentioned in the last sentence of the text. Elicit ideas both for and against this custom.

Vocabulary

Money verbs

1 **As a warmer** Write these sentence beginnings on the board and ask students to complete them with their own humorous or surprising endings.

- I love/hate spending money on ...
- The most boring/interesting thing I have ever bought was ...
- In my next job, I expect to earn ...

Answers

2 hired 3 earn, buying, selling 4 selling
5 spend

Extension idea Ask students to make up sentences showing the difference between pairs of verbs from the list. Examples:

- buy/sell: I bought a new bicycle at the weekend. I sold it to me quite cheaply because it was last year's model.
- hire/rent: We're flying to Greece for a holiday next month. We're hiring a car at the airport and renting a cottage near the coast.
- spend/earn: Last month I spent twice as much money as I earned.

2

Answers

2 make 3 buy 4 pay 5 afford, costs

3

Answers

2 afford cover, spend pay 3 pay buy 4 buy
shop 5 rent borrow 6 buy spend 7 earned

Speaking Part 2

Pre-summer Ask students to tell each other how and why they started their current hobbies or leisure activities. Were they inspired by someone else? Did they have lessons or teach themselves? Did they join a club?

Task It is important that students are familiar with the examiner's instructions before they listen, because in question 2 they have to evaluate the answers they hear. Ask them to identify the two specific things that the speakers are asked to talk about. (Answers: skills and abilities required; what participants enjoy.)

Answers

a The game of chess and the people cooking
b The second speaker is better because she answers all parts of the question. c The first speaker doesn't say what skills and abilities are needed or why participants enjoy doing the activities. Most of the time is spent talking about his own reactions or feelings about the activity – in this part of the exam, this is irrelevant.

Task The purpose of this exercise is to get students to notice how the better speaker structures what she says.

Answers

See underlining in script below.

Recording script

CD1 Tracks 20 and 21

Candidate 1: OK, I'll start with this photo – it shows a girl playing chess, maybe with her father. They must be concentrating hard. I used to play chess, but I wasn't very good – I haven't got that kind of brain. I found it really difficult to concentrate. In fact, I never won a game of chess, so I stopped playing after a while. Now in this picture people are cooking, and I love cooking, I don't cook because I have to, I do it because I enjoy it, especially at the weekends when I've got plenty of time. I don't usually follow recipes. I prefer making things up for myself.

Candidate 2: I'm going to compare the chess photo and the one of the people cooking. To play chess you need a very logical mind, you need endless patience and most of all you need to be highly competitive. I think you'd die of boredom if you didn't care whether you won or not. As far as cooking is concerned, I think being a successful cook is probably more to do with creative instinct than just practical skills. I mean, anyone can follow a simple recipe, but not everyone can make good food. Why do people enjoy doing these things? I think chess players like solving complex problems, they enjoy challenging their own brain; and of course they want to win. Cookery is more imagination, people who enjoy cooking like making something that'll bring pleasure to themselves and other people.

4

Suggested answers

1 active, agile, analytical, clear, creative, inventive, methodical, sharp 2 boundless, enormous, great, incredible 3 basic, human, natural; basic, expert, great, manual, special, technical 4 awkward, formidable, fundamental, major, practical, pressing, recurrent, serious, severe, underlying, unexpected

5 Check that students understand this Speaking Part 2 task. Monitor what they say, but don't interrupt their long turn. Give any necessary feedback or correction after the activity has finished.

Extension idea Working in pairs or small groups, students choose one of the three places shown in the photos and write a radio script advertising this place to the public.

There is extra help for students on Speaking Part 2 in the Speaking reference on page 176.

Writing Part 2 An informal letter

1 When students have discussed the questions, carry out a quick class survey to find out how much common thinking there is on these topics.

2

Answers*Formal–informal:* 5 B 4 E 3 C 2 D 1 A

- 1 A Friend asking to be put up for a few days
 B Holiday company confirming payment and reminding holidaymaker of conditions of stay
 C Invitation to staff and students to end-of-term party D Thank-you note to musicians who played at party E Apology from company for breakage of CD in transit
- 2 A Someone writing to a friend/acquaintance
 B Holiday company finance office writing to holidaymaker customer C Tutor or student writing to (other) students doing their course
 D Party organiser/host writing to musicians who provided entertainment E CD company writing to customer who complained
- 3 A am looking (leaving out I), put me up, didn't, meet up, I'd, I'll be around, Don't worry, it's, loads of other people, it'd be good B *no informal features* C to get everyone together, we're asking, ask someone over, It's, hopefully, shouldn't D Just a short note (leaving out *This is*), as well, set the evening up E *no informal features*

3

Suggested answers

1 (This is) Just to let you know (that) ... 2 the holiday you're about to go on / you're going on soon / you've got coming up 3 will be taken from your credit card 4 the week after you leave 5 I'm very sorry about this. 6 We try very/really hard

- 4 Before students read the task, elicit one or two indoor and outdoor activities. Examples: going to the theatre / visiting an art gallery; going to the beach / playing tennis.

5

Suggested answers

Nearer the beginning: comment on the fact that your friend is planning to learn your language, ask about the language course your friend is attending, give some general information about your town

Nearer the end: say you're looking forward to seeing your penfriend, suggest meeting during the friend's stay

- 6 To replicate exam conditions, you can suggest to students that they do this task in 45 minutes.

For more on writing letters, you can refer students to page 173 (Writing reference – Letters).

This may be a suitable moment to do the photocopying activity on page 71.

Unit 7 photocopiable activity: New town plans

Time: 20–30 mins

Objectives

- To take part in a group discussion
- To express and justify opinions

Before class

You will need one photocopy of the activity page for each student.

In class

- 1 Tell students they are going to take part in a role play and ask them to read the scenario.

Before students start the role play, ask them to consider these questions:

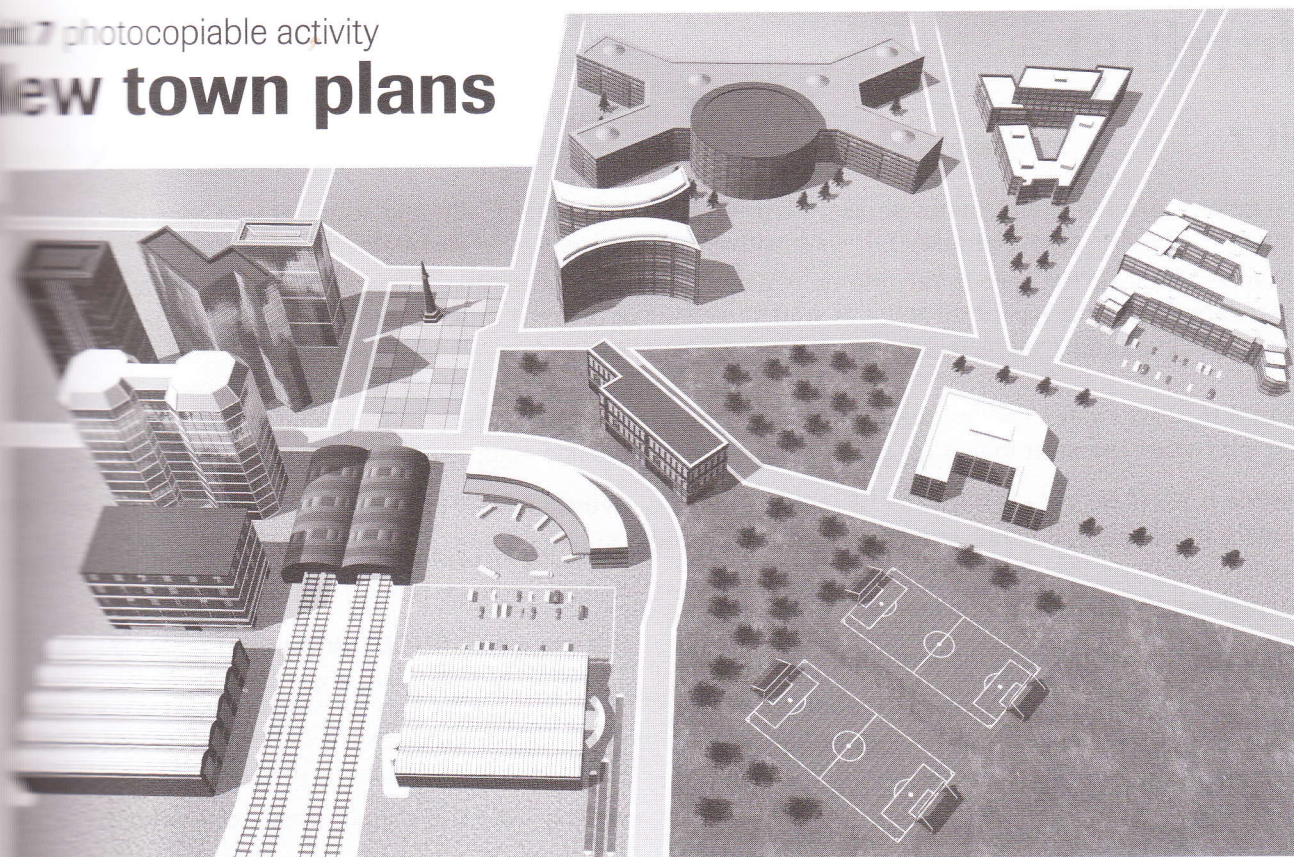
- What effect might the town's remoteness and limited transport links have on the demand for leisure facilities?
- How could companies be persuaded to set up business in the town?
- Would you like to attract visitors, including tourists, to the town?
- How will the profile of the town's population change over the next 20–30 years? What effect will this have on the demand for leisure facilities?

- 2 Allocate roles, then ask pairs of students playing the same role to prepare their contribution together. After about five minutes, students move into new groups of four to do the role play itself.

- 3 Set a time limit of 8–10 minutes for the 'meeting'. Monitor to ensure that each student participates and that individuals do not dominate.

- 4 When students have all spoken, they should try to reach agreement about the recommendations they are going to make. This should be free discussion. Suggest that groups start with the three 'essentials' before moving on to their 'desirable' list. At the end, if time allows, ask a spokesperson from each group to report their recommendations to the class.

New town plans



Work in groups of four. Read this scenario.

A government committee is drawing up plans to build a new town in a remote part of your country, six hours by rail from the country's capital.

- There will be train and bus links to the rest of the country, but no airport.
- When it is completed, the town will be home to 75,000 people and there are plans for schools, a hospital, a university and a large shopping centre.
- In the first instance, young families will make up most of the population.
- The population is expected to double over the next 30 years.
- A large industrial/commercial area consisting of offices and factories will be established to provide employment for the town's population.

You have been asked to come up with proposals for suitable leisure and entertainment facilities for the new town. You should plan for the next 20–30 years.

2 Prepare for a meeting to decide on six proposals for the town's leisure and entertainment facilities. Allocate one of these roles to each member of your group:

- Student A** You represent the young families who will be living in the town.
- Student B** You represent the companies who may be coming to the town.
- Student C** You represent the local council which will be responsible for ensuring that there are enough suitable leisure facilities in the town.
- Student D** You represent the health and educational interests of the town's population.

Working individually, make two lists to put forward to the group:

- suggestions for three essential leisure/entertainment facilities
- suggestions for three desirable but non-essential facilities.

3 Present your suggestions to the rest of the group.

4 When everyone in the group has made their suggestions, come to an agreement on the three essentials and the three desirable facilities you are going to recommend to the government.

Wordlist

Unit 7

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetecae).

auction *n* [C] (71) a sale in which things are sold to the person who offers the most money

box office *n* [C] (73)

1 the place in a theatre, cinema, etc. where you buy tickets

2 how popular and financially successful a film is

catchy *adj* (73) a *catchy* song, tune or phrase is easy to remember

debit sth from an account *vp* (76) to take money out of an account as payment for something

exchange rate *n* [C] (71) the rate at which the money of one country can be changed for the money of another country

extravaganza *n* [C, usually singular] (73) a large, exciting and expensive event or entertainment

fashion designer *n* [C] (71) someone who designs fashionable clothes

fluctuate *v* [I] (71) to keep changing, especially in level or amount

gatecrash *v* [I or T] (70) to go to a party or private event without an invitation

indoor *adj* (74) happening or existing inside a building, the opposite of *outdoor*

leisure(time) activity *n* [C] (74) an activity that you do for pleasure when you are not working

long-lost *adj* (73) describes a person, especially a relation, that you have not seen for a very long time

meet up *v* [I or T] (76) to meet another person in order to do something together

melodramatic *adj* (73) showing much stronger emotions than are necessary for a situation, often used to describe a speech and action or a person's reaction to an event

outdoor activity *n* [C] (68) an activity that you do outside and not in a building

overtly *adv* (71) in a way that is obvious and not hidden

property speculator *n* [C] (71) a person who tries to make a profit by buying and selling buildings

release a record/CD/DVD *vp* (71) to make a record/CD/DVD available for people to buy

run a business *vp* (71) to organise and control a business

sibling *n* [C] (73) FORMAL a sister or brother

simultaneously *adv* (71) at the same time

sprawling *adj* (70) covering a large area, often in a way that is untidy and not planned

support group *n* [C] (71) a group of people who have had similar experiences, especially difficult ones, and who help each other

tropical island *n* [C] (71) an island in one of the *tropical* areas of the Earth

under an assumed identity *pp* (71) using a false name

PROGRESS TEST Units 5-7

- 10 Complete the sentences below using one word from the box. There are more words than you need.

any so it others they ones that one these

- 1 If you don't understand the question, you should always say
- 2 With the popularity of iPods now, the chances are that if you haven't got, you know somebody who has.
- 3 I didn't buy any bananas because the only they had were bruised.
- 4 I was the only student who had done the work: the had all forgotten.
- 5 You start a letter with *Dear Sir or Madam* if you're writing to someone and you don't know what are called.

(10 marks)

- 11 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 A fast internet connection is essential to me.

LOST

I have a fast internet connection.

- 2 Not only can he speak four languages, but he's also a published poet.

BEING

As speak four languages, he's also a published poet.

- 3 They are sure to give him the job because he's clearly very experienced in his field.

PASS

It is unlikely that they for the job because he's clearly very experienced in his field.

- 4 It was necessary to postpone the meeting until the following Tuesday.

TO

The meeting off until the following Tuesday.

- 5 Lisa spoke to Robert in a low voice because she didn't want anyone else to hear.

BUT

Lisa spoke in a low voice so that hear.

- 6 Tony was carrying such a large suitcase that he was obviously going on a long holiday.

SIZE

Tony must have been going on a long holiday, judging the suitcase he was carrying.

(12 marks)

PROGRESS TEST Units 5–7

- ③ Use the word in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

One of the most (0) <i>memorable</i> experiences of my life was when I went to work as a volunteer school teacher in India just after I graduated from university. I stayed in a small but beautiful and	MEMORY
(1) town on the coast. When the sun went down every evening and the fishermen brought in the day's catch, the views were simply stunning. It didn't take me long at all to	ATMOSPHERE
(2) to my new way of life, and I was thrilled that this was to be my home for the (3) future.	CLIMATE FORESEE
Although the town was small, the students at the school where I was teaching came from all over the district. The social class and ethnicity of the students was much more varied than I had imagined, though I never noticed any marked difference in their (4) to cope with the lessons. Before long, I was pleased that their English was	ABLE
(5) better.	CONSIDER
I found a great sense of community there and in fact it often seemed as if the whole town attended every social (6) Before long, I received an invitation to one of these parties. It was my neighbour, Jitesh, and he invited me to his forthcoming wedding. As is common in this part of the world, it was an	GATHER
(7) marriage, to the daughter of a friend of his mother's. Of course I accepted (8) What followed was an almost (9) celebration: three days of singing, laughing and making friends with people I'd never seen before, people whose love of life was (10) That was 15 years ago, but I can safely say I have never been to a better party.	ARRANGE ENTHUSIASM END INFECT

(10 marks)

PROGRESS TEST Units 5-7

Choose the correct alternative (A, B, C or D) which completes the phrasal verb in the sentences below.

- 21 Drinking coffee at night can make it quite difficult to drop to sleep.
A off B out C by D round
- 22 It was so funny that everybody out laughing.
A came B broke C burst D cried
- 23 I was told that if my car down on the road, your firm would send an engineer within one hour.
A fell B broke C went D calmed
- 24 People born overseas now make around 10% of the country's population.
A up B out C for D off
- 25 My uncle rents flats to students.
A off B through C out D over
- 26 I don't have a lot of time for watching television or listening to the radio, so I find it hard to keep with the news.
A over B in C up D on
- 27 The council has been mapping plans for major new changes to the city's transport system.
A for B out C in D with
- 28 I mean, I agree that you shouldn't smoke in public places, but I the line at making smoking illegal altogether
A draw B put C hold D make

(8 marks)

PROGRESS TEST Units 5-7

5 Choose the correct alternative (A, B, C or D) which completes the idiom in the sentences below.

- 1 Good luck in your exam – I'll be keeping my crossed for you!
A legs B arms C fingers D toes
- 2 Personally, I cannot stand mobile ring-tones – they just make my boil!
A water B blood C kettle D temperature
- 3 I'm in two over whether to accept the job or not.
A decisions B heads C brains D minds
- 4 You're right, I did twist my ankle and it was absolute agony, but it's finally on the and I hope to be playing football again soon.
A fix B mend C recover D repair
- 5 I normally do OK in job interviews, but yesterday I just my nerve and couldn't think what to say.
A forgot B lost C left D broke

(5 marks)

6 Use the words in brackets to complete the sentences below. You must put the verbs in the correct form and you may have to change the word order.

- 0 *Having travelled* (travel) all day and all night, it was a huge relief to finally get home to bed.
- 1 (have / not) any cash, I had to pay by debit card.
- 2 Most people (hear of / never) the American singer Rodriguez, but in South Africa, he's incredibly famous.
- 3 (consume) in small quantities, salt is actually very good for you.
- 4 I'm really (look forward to / get) home after work tonight.
- 5 I never thought I (succeed in / pass) my driving test the first time I took it, so I was really pleased when I did.
- 6 I decided (buy / anything / never) on the Internet when I heard how widespread online fraud is.
- 7 In the first year of my course it seemed that the more I studied, the (I / understand / less)
- 8 It is against the law (drive) without a valid licence.
- 9 I generally (try / avoid / eat) fatty food.
- 10 After my brother and I fell out, we (stop / speak) to each other.

(10 marks)

Unit 8 Don't blame the media

Unit objectives

- **Reading Part 3:** identifying and responding to questions which relate to the whole text
- **Writing Part 1:** writing a proposal, supporting persuasive suggestions with factual information, organising writing clearly
- **Use of English Part 3:** reading the text for gist before doing the task, thinking about the type of word, possible affixes, appropriate form (singular or plural, verb ending)
- **Listening Part 3:** identifying main ideas in the questions before listening, listening for ideas rather than specific words or phrases
- **Speaking Part 3:** demonstrating good communication skills: turn-taking, listening and responding to your partner, avoiding pauses
- **Grammar:** transitive verbs, reported speech
- **Vocabulary:** 'talking' verbs

Starting off

As a warmer Take a national or local newspaper into the classroom, show the class the headlines and discuss any particularly interesting stories.

Discussion idea Students tell the class which internet sites they might visit to find the same information.

Reading Part 3

Identify the text makes mention of suicide and the consumption of alcohol.

As a warmer Ask students what they understand by reality TV. Elicit a few examples of reality TV programmes, and have a short discussion on the question: Do reality TV programmes really reflect reality?

Moderate the discussions of questions 1–3, and make a note of any interesting points which could form the basis of a final whole-class discussion.

2

Answers

1 The writer interviewed people he knew. / He had worked in TV. 2 Entertainment is the priority – more important than ethical considerations. 3 American spellings of e.g. *program*, *behavior*, *verbalize*.

3

Answers

1 C 2 D 3 B 4 A 5 B 6 D 7 C

Notes

- 1 C several of my former employees have been working on these shows (paragraph 2)
- 2 D many reality TV shows would not be allowed to take place if they were overseen by the same regulations that guard volunteers' rights in psychological experiments (paragraph 4)
- 3 B to help them deal with the situation if they were voted off the show (paragraph 5)
- 4 A network representatives insist that reality shows be 'cast' with characters that, when put together, will create conflict ... the resulting drama should deliver the escape and entertainment that viewers seek (paragraph 6)
- 5 B if the casting doesn't produce the desired conflict and drama, producers know they may have to manipulate the conditions (paragraph 7)
- 6 D verbalize their feelings when interviewed one-on-one by producers. So producers can manufacture scenes out of surveillance footage to visually portray the feelings discussed in the interviews (paragraph 8)
- 7 C the opportunity exists for an individual's ethical standards to be crowded out by pragmatic considerations for audience stimulation and successful ratings (paragraph 10)

4

Suggested answers

- 1 They're cheap to make. / Many viewers enjoy seeing people they can identify with. / They are similar to soap operas, but less predictable. / We watch real people expressing real emotions.
- 2 They can boost or undermine their confidence. / They can be the start of a career in the media. / They can make them instantly recognisable to people they meet.


Vocabulary

'Talking' verbs

1

Answers

2 spoke/talked 3 told 4 spoke/talked 5 said
6 comments

- 2  Tell students that they should look out for these kinds of mistake when speaking or writing and correct them.

Answers

2 saying, speak 3 mention 4 expressed 5 says
6 comment 7 told, mention 8 speak

Grammar

Transitive verbs

- 1 **As a warmer** Write this sentence on the board and tell students to correct it:

My brother told he had applied to go on a reality TV show.

(Answer: My brother told **me** he had applied to go on a reality TV show.)

This establishes the fact that some verbs cannot be used without an object.

You could remind students that some verbs, like *tell*, *send*, *give*, can be followed by two objects: a direct object and an indirect object. Examples:

He told (me) a story. (direct object: *a story*, indirect object: *me*)

She sent him an email. (direct object: *an email*, indirect object: *him*)

Answers

1 told me, had never given them ethical direction
2 informed me

2 

Answers

2 tell *me* 3 gave *it* to me 4 will allow *us* to
5 introduced *me* to 6 called *me* a liar 7 wish *you*
the best of luck 8 give *me* more money


Listening Part 3

- 1 **As a warmer** Ask students for their ideas about how the business of news reporting has changed over the last 50 years. Get them to think about ways in which news is gathered, reported and broadcast.

The purpose of the questions in Exercise 1 is to familiarise students with some of the key words and phrases from the recording they are going to hear.

Answers

1 At any time of the day or night. It is non-stop news. 2 *Up-market newspapers* are usually aimed at the interests of readers who are wealthy. (The opposite is *down-market*.) 3 a detailed study 4 enjoy it greatly 5 *Citizen journalism* is written by ordinary people rather than traditionally trained journalists.

- 2  **Alternative treatment** You could ask students to listen to the recording initially to find out if any of the ideas they suggested in the Exercise 1 warmer are mentioned by the speaker.

Answers

1 C 2 D 3 A 4 D 5 C 6 B

Recording script CD2 Track 2

Interviewer: In today's *On Message* I'm joined by Harry Cameron, the veteran journalist who has witnessed many changes in his profession over the last nearly sixty years as a reporter. Harry, welcome.

Cameron: Thank you – it's a pleasure to be here.

Interviewer: Harry, I'd like to start if I may by asking you what being a journalist was like when you started your first job as a junior reporter on the *Daily Journal*.

Cameron: *My main memory of those far-off days is the sense of pride I felt at writing for a respected national newspaper. It was a real honour. What you have to remember is that in those days people got most of their information about what was going on in the world from their daily newspapers. And almost everyone read a paper every day. Television was in its infancy – something only the rich could afford. The radio broadcast regular news bulletins, but newspapers gave people the pictures to go with the stories. Journalists like me travelled the world and filed reports which kept people up to date with everything important that was going on. I remember once in the early 1950s reporting from a war zone in East Asia.*

I wrote my report sitting on the bed in my hotel bedroom. I could hear gunfire and see plumes of smoke. I wrote my story, then phoned it through to my editor for publication a day or two later. I was telling people about something thousands of miles from home – and more importantly, something they didn't already know.

Interviewer: But people still read newspapers today, don't they?

Cameron: Yes, of course, but their function has changed. If you want to know what's going on in the world at any particular time, you don't read a newspaper, do you? You turn on the telly. And you'll probably have an extensive choice of news programmes to watch – some of them, like CNN or News 24, rolling news programmes which are broadcast 24 hours a day. And then, whatever channel you're watching, there'll be regular news updates. And on top of all that, there's the Internet.

Interviewer: So, what can newspapers provide if not current news?

Cameron: Well, I suppose different newspapers provide different things, don't they? The more up-market ones give us background to the news stories and an in-depth analysis of the issues involved. I think they do this very well. At the more popular end of the market, papers these days focus more and more on stories involving celebrities from the world of sport, TV, cinema, etc. And sport itself, of course. There's sport everywhere, always accompanied by photographs – action shots. People lap all this up, and I suppose it is news of a kind, but to my mind it's a somewhat distorted definition of news.

Interviewer: And what about 'citizen journalism'? *Is this a term you're familiar with?*

Cameron: Yes, it is, and it's something I have some sympathy with, even though it may put some of my own colleagues out of work in the long run.

Interviewer: So how would you explain its sudden appearance as a source of information?

Cameron: It's quite simple – the fact is that the Internet has given everyone access to a wealth of information and to a worldwide audience. So a citizen journalist in a war zone, like me fifty years ago, doesn't have to write a story and send it to an editor who can decide whether or not to run the story in their newspaper – they can simply

add information to a news website like NowPublic or write their own blog. Bloggers are the new journalists. And of course they can take photos with their mobile phones and send them straight to an internet site or blog.

Interviewer: And *how reliable are bloggers and citizen journalists as sources of information?*

Cameron: At least as reliable as the traditional news providers, whose stories are usually revised and cut by editors who may be under political pressure from a newspaper owner or even their government. And of course some news websites allow other members of the public to add to, update or correct stories that are already there. I'd say it's a very democratic editorial process.

Interviewer: So, this is not something you think should be controlled in any way?

Cameron: Absolutely not! Anyway, you couldn't control it even if you wanted to. The genie's out of the bottle.

Interviewer: And you have no regrets about the effect of this form of journalism on the profession you were so proud to be part of when you first became a reporter?

Cameron: I suppose I'm a little sad, but the important thing is that people have reliable sources of up-to-date information. Of course there will always be a role, in newspapers and elsewhere, for intelligent comment and analysis of the news, and if I were starting out again now, that's the kind of journalism I'd get into.

Interviewer: And you'd do it extremely well, I have no doubt. Harry Cameron, thanks for being my guest on today's *On Message*.

Cameron: It's been my pleasure.

3 **Alternative treatment** This would also work as a whole-class discussion.

Answers

1 The *genie* is citizen journalism. The *bottle* is the system which restricted access to news media in the past.

2 Suggested answer: any situation which cannot be reversed, especially something that was invented for good reasons but which may have bad consequences, e.g. the invention of the car / nuclear weapons / internet access / the availability of alcohol / the contraceptive pill

This may be a suitable moment to do the photocopyable activity on page 85.


Grammar

Reported speech

- 1 **As a warmer** Ask each student to tell another student something surprising, funny or interesting. Then ask a few students what their partners said to them. This should tell you something about how well they can use reported speech, the subject of this grammar section.

Answers

1 the sense of pride I felt... 2 I think they do this very well. 3 Is this a term you're familiar with? 4 It's something I have some sympathy with. 5 How reliable are bloggers and citizen journalists as sources of information? 6 If I were starting out again now, that's the kind of journalism I'd get into.

- 2  Students may have written answers which differ very slightly from the words that the speakers actually use.

Recording script CD2 Track 3

See sections in *italics* in the Recording script for Listening Part 3.

- 3 If you find that students do not remember or fully understand the difference between direct and reported speech, refer them to the Grammar reference on page 156, where the subject is dealt with in more detail.


Answers

Change of tense, e.g. *is* – *was*, *felt* – *had felt* (1); change of pronoun, e.g. *I* – *he* (2); change of *this* to *that* (3); word order in reported questions (3, 5)

4

Answer

In the first sentence the article has (probably) already been published. In the second sentence the article has not been published yet.

- 5  Start by asking two students to have a short conversation about something they are both interested in, for example their next holiday. After about a minute, ask them to stop and elicit from the rest of the class what the two students said. Correct any mistakes made at this stage.

When pairs listen to the conversation, they should note down points of information but not attempt to write what the speakers say word for word.

Recording script CD2 Track 4

- Ben: Do you know anything about Wikipedia?
Tom: Yes, I often use it.
Ben: So how do you look for information?
Tom: It's like any search engine – you simply type in a keyword, press Return and the information you want appears.
Ben: What do you use it for?
Tom: All kinds of things. Yesterday, for example, I needed to find out about wildlife conservation in Namibia. It took me about a minute to find the information I wanted on Wikipedia.
Ben: Have you any idea how accurate that information is?
Tom: No, but that's no different from any other source of information. The article on Namibia had been revised the day before yesterday, so it was up to date.
Ben: So, would you recommend using Wikipedia?
Tom: Yes, definitely. It's free, as well as being quick and easy to use.

6

Suggested answers

- Tom told Ben / replied that he often uses/used it.
- Ben asked Tom how he looks/looked for information./ Ben wanted to know how Tom looks/looked for information.
- Tom said (that) it is/was like any search engine. He said that you simply type/typed in a keyword, press/pressed Return and the information you want/wanted appears/appeared / will/would appear.
- Ben asked Tom what he uses/used it for.
- Tom explained that he uses/used it for all kinds of things. The day before / The previous day, for example, he had needed to find out about wildlife conservation in Namibia. He maintained (that) it had taken him about a minute to find the information he (had) wanted on Wikipedia.
- Ben asked if/whether Tom has/had any idea how accurate the information is/was.
- Tom said (that) he doesn't/didn't, but that it is/was no different from any other source of information. He said that the article on Namibia had been revised two days earlier/previously before, so he thought (that) it is/was up to date.
- Ben asked Tom if he would recommend using Wikipedia.
- Tom said that he would, definitely. He added that it is/was free, as well as being quick and easy to use.

Use of English Part 3

- 1 **Warm-up** Write the word *use* on the board and ask students to make as many words as they can using this word as a root, adding prefixes and/or suffixes. Set a time limit of two or three minutes. List the words students come up with on the board, to show the importance of affixes in English word formation. (Suggested answers: misuse, disuse, abuse, abuser, abusive, useful, usefulness, useless, unused, user, reuse, reusable.)

Answers

2 unimportant 3 illegal 4 impossible 5 irregular 6 intolerant

Nouns: 2 unimportance 3 illegality

4 impossibility 5 irregularity 6 intolerance

- 2 When considering the noun forms in Exercise 2, point out that the related words do not always have the same spelling, e.g. *reclaim* – *reclamation*, *maintain* – *maintenance*.

Answers

2 reclaim 3 misinform 4 prejudice 5 overreact 6 destabilise 7 understate

Nouns: 2 reclamation 3 misinformation

4 prejudgement 5 overreaction 6 destabilisation 7 understatement

Answers

2 co-owner 3 ex-politician 4 mistrust 5 semi-circle

Adjectives: 2 co-owned 3 no adjective

4 mistrustful 5 semi-circular

Answers

1 consider – consideration, contest – contestant, direct – directive, employ – employee, entertain – entertainment, produce – production, producer, view – viewer

2 accept – acceptable, cooperate – cooperative, create – creative, represent – representative, succeed – successful

3 doctor – doctoral, ethics – ethical

4 height – heighten, verb – verbalize (UK verbalise), victim – victimize (UK victimise)

- 3 Students read the letter 'Broadcasters must find ways to regain public trust' for gist.

Answers

1 basically dishonest 2 universities

- 6 Before setting the exam task, ask students to read through the Exam advice.

Answers

1 intellectual 2 journalism 3 accuracy

4 construction 5 difference 6 apparent

7 abandonment 8 impartiality 9 argument

10 maintenance

- 7 **Alternative treatment** The discussion could be formalised as a debate on this proposition: *Newspaper editors and television news programme makers are more interested in sensational stories than in telling the truth.*

Speaking Part 3

- 1 Remind students that Speaking Part 3 consists of a conversation between the two candidates. The questions in Exercise 1 are to familiarise them with the photos before they listen to two people working through a Speaking Part 3 task.
- 2 Ask students to identify the things that candidates are required to discuss. Give them a few moments to think about some of the things they might say themselves.
- 3 Before asking students to listen, read through the Exam advice with them and deal with any questions that arise.

Suggested answers

1 No – they spend more time discussing the individual influences and do not decide together which has the most powerful influence. Although at one point Speaker 1 says that the Internet is 'the most influential of all these things' and Speaker 2 implies agreement, no actual decision or agreement is reached. 2 They spend very little time on newspapers or advertising and too much time on radio. 3 Yes, but Woman 2 says a bit more than Woman 1.

Recording script CD2 Track 5

Woman 1: Well, I'd say that nearly everyone watches the news on TV – if they're above a certain age. I have to say when I was younger I never watched the news.

Woman 2: No, I used to hate the news. I used to get really bored when my parents put it on.

Woman 1: But now I'm quite interested to hear what's going on.

Woman 2: I don't actually watch the news – I prefer to listen to it on the radio, but I think that's fairly unusual.

Woman 1: Mmm. Yeah, I think I'd rather watch it on TV.

Woman 2: I think it gets pretty depressing if you watch it – there's so much bad news. I think they cover much more bad news than good news – and I don't want to watch about wars and famines and things like that.

Woman 1: OK – now we've got newspapers. I would say quite a few people read these, but I think people tend to read the newspapers that agree with their political opinions.

Woman 2: Or if they just want amusement, they read one of the tabloids.

Woman 1: Erm – advertising, erm, is in everything.

Woman 2: There's so much brand management now – it's all sort of half subconscious. People sponsoring things and ...

Woman 1: Too much money spent on advertising.

Woman 2: Yeah ... Radio, which we've already mentioned.

Woman 1: Yeah, with me it sort of goes through phases. I like listening to the radio when I get up because I like to know what's going on.

Woman 2: Apparently we seem to be in a visual age – I don't know, but over time I would imagine radio listening has probably gone down.

Woman 1: I think actually it's just changed – I mean people listen to the radio on their mobile phone now ...

Woman 2: Yeah, or the Internet – there are lots of radio stations and programmes you can listen to on the Internet ...

Woman 1: Yeah – live or often you can listen again.

Woman 2: Or on your iPod. There are about eight million people listen to the breakfast show, so ...

Woman 1: Hmm – that's quite a lot of people.

Woman 2: Yeah – very much a background thing, though, these days. I mean, every café you go into's going to have a radio programme on, aren't they?

Woman 1: OK – we're on to the Internet and the World Wide Web. I think this is massive – it's fantastic – in western countries the most influential of all of these things.

Woman 2: You can just find out anything.

Woman 1: Yeah, absolutely anything – Wikipedia, and all the social networking sites and stuff.

Woman 2: And at least with the Internet people have a huge choice.

Woman 1: But don't forget the banner ads.

Woman 2: You see, you can never get away from advertising of some kind.

Woman 1: I know – even Google mail, when you sign up – they advertise certain things that you like, they look for your keywords.


Woman 2: Big business is, I guess, a lot more influential than we realise – because their wealth gives them power.

Woman 1: Yeah – but it's less direct power, isn't it?

Woman 2: I wouldn't say it's less direct. It may be less obvious, but there's no doubt that large sections of the media are owned and controlled by the business interests of a few powerful individuals. This allows them to influence people's political views and control advertising. This in turn means that they have an influence on how we spend our money.

Woman 1: It's all a bit sinister, don't you think?

Woman 2: Yeah, a bit Big Brother-ish – being told what to think.

- 4  Check that students understand the term *imprecise language* and point out that it is very common in everyday spoken English.

Answers

See underlining in script above.

Extension idea You could spend a little more time on the suffix *-ish*, which can be added to nouns, adjectives and other words, or even sometimes used as an adjective on its own.

A: What time shall we meet?

B: Shall we say *eight-ish*?

A: OK.

A: Are you hungry?

B: *-ish*. I wouldn't say I was starving.

- 5 Before students work through the exam task, remind them of the importance of the three points listed. Monitor their conversations, tell them when to stop and work through any issues that have arisen.

Writing Part 1 A proposal

1 **Warmer** Introduce students to the topic of the task before they look at their books. Ask:

- What region of your country do you come from?
- What aspects of your region would you highlight in a tourist brochure or in a TV documentary?

Go through the Exam advice on writing a proposal. Point out that a proposal is very similar to a report – the main difference is that a proposal aims to persuade its reader to take a certain course of action. Tell students that they may be asked to write a proposal in Part 1 or Part 2 of the Writing paper.

Suggested answers

1 No – only three programme ideas are suggested instead of the four asked for in the question.

2 The use of *will* instead of *might*, *could* and *would* would make the ideas seem more concrete and real in the writer's mind. The last paragraph would sound more positive if the word *probably* was omitted.

3 The style is appropriately formal except for the opening phrase. *If you ask me* is too informal and should be replaced by a more formal phrase such as *In my opinion*.

4 Check that students understand the task and remind them about the following points:

- They must follow all the instructions.
- They should set out their points clearly.
- They should use persuasive language.
- They should use formal English.

To replicate exam conditions, you can suggest to students that they do this task in 45 minutes.

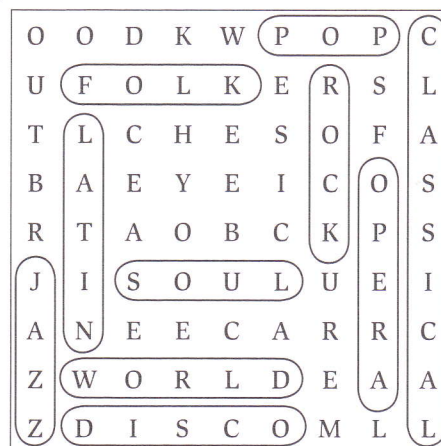
Vocabulary and grammar review Unit 7

Vocabulary

1 rent, buy 3 makes/earns 4 sell 5 hired
6 earn/make 7 cost, paying 8 spend

1 form 2 view 3 flat

3



Grammar

4 Suggested answers:

- 1 While dealing with his mother's absence, an eleven-year-old boy tries to understand his family and stop it from breaking apart, (all of) which he finds very difficult. / An eleven-year-old boy tries to understand his family and stop it from breaking apart while dealing with his mother's absence, (all of) which he finds very difficult.
- 2 A man called Black, whose brain becomes magnetised, destroys every tape in a video store, (which is) owned by his best friend. Feeling sorry for the store's most loyal customer, an elderly woman who is losing her memory, Black and his friend set out to remake the lost films, which include / including *The Lion King* and *Robocop*.
- 3 In this film, (which is) based on a sci-fi novel by Richard Matheson, a military scientist, played by Will Smith, is left completely alone in New York, which is deserted after a virus has wiped out the human race.

Vocabulary and grammar review Unit 8

Vocabulary

1 2 mistrust 3 illegal 4 disappear 5 autobiography
6 reclamation 7 prejudice 8 destabilise

2 2 entertainment/entertainer, entertaining
3 cooperation, cooperative 4 produce, productive
5 consideration, considerate/considerable 6 create, creation/creator

Grammar

③ Suggested answers:

- 2 Clare said it was a real surprise seeing Tom last week / had been a real surprise seeing Tom the previous week. She said she hadn't seen him since they were / they'd been at school together.
 - 3 Ben asked Jerry if he should do / if he wanted him to do the shopping that week.
 - 4 Becky said to Jamie that he should have told her what he'd been planning to do. She said she could have helped him.
 - 5 The doctor told me that I had to stop smoking if I wanted to get rid of my cough.
 - 6 Nick said that if anyone asked for him, he'd be working at home on the following Friday.
 - 7 Bogdan asked me how many languages I could / can speak.
- ④ 2 'Do you have / Have you got any plans for tomorrow evening?'
- 3 'You should / ought to eat regular meals and do more exercise.'
- 4 'This is the worst programme I've ever seen.'
- 5 'I'll phone you as soon as I get home.'
- 6 'I hope I'm going / I'll be going there tomorrow.'
- ⑤ 1 *Alternative answer: Maria promised (that) she would never do that again.*
- 2 *Alexei advised me to apply for that job.*
- 3 *Simon asked me if I'd / I had ever thought of starting my own business.*
- 4 *Svetlana suggested meeting the following / suggested (that) we (should) meet the following day.*
- 5 *The police officer warned the motorist not to drink if he was driving.*
- 6 *Tom and Alexis announced that they were getting married in May.*

In class

- ① Before handing out the photocopies, tell students briefly what they are going to do. Ask some of these questions:

- Have you seen a newspaper this morning? Did you look at the front page?
- What was the main story?
- What would you expect to find on the front page of a typical newspaper?

Hand out the photocopies and ask students to work in groups of three. You might like to ask them to consider these additional questions:

- How frequently will your paper be published?
 - What kind of paper will it be? (Serious / Focusing on the lives of celebrities?)
 - Will it include foreign news?
- ② Once groups have decided what kind of newspaper they are going to produce, they should move on to discuss these more specific issues. Emphasise that they should choose genuine, current news stories related to the scope of their publication and its target readership.
- ③ You may want to set the writing of the stories as a homework task. Alternatively, you may think it a worthwhile exercise to ask students to write under the pressure of a time limit of, say, 15 minutes. Reading each other's stories and suggesting improvements will probably have to be done as a group activity in class time.
- ④ This final production stage should be done in class. Display the finished pages on the classroom wall for everyone to read.

Unit 8 photocopiable activity:

Front page news Time: 30–40 mins

Objectives

- To practise joint decision-making
- To encourage oral fluency
- To practise writing and editing news stories

Before class

You will need one photocopy of the activity page for each student.

Front page news

Work in groups of three. You are going to write the front page of a newspaper.

First, you need to make some decisions:

- What is the name of your newspaper?
- What sort of readers are you aiming at?
- What is the scope of the news in your newspaper – international, national or local?

Your front page should have three current news stories on it. Look at the page layout below and discuss these questions:

- What three stories are you going to include on this page?
- What is their order of importance? Where will you put them on the page layout?
- What photos or illustrations do you want to include? Where will you put them?
- How will you fill the two 'extra spaces' on the page layout?

Each member of the group should write one of the three stories to fit into the page layout. Read each other's stories and suggest editorial changes if necessary.

Produce your front page, either as a cut-and-paste on paper or designed on a computer.



Newspaper title

Story 1 headline	Story 2 headline	Extra space
Story 1 (150 words)	Story 2 (130 words)	
		Story 3 headline
		Story 3 (70 words)
Extra space		

Wordlist

Unit 8

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completcae).

argue against sth *v* [T] (83) to say that something is wrong and give reasons why it is wrong

be honest with sb *adjp* (80) to tell someone the truth

be intrigued by sth *vp* (79) to be very interested in something and want to know more about it

breaking news *n* [C] (77) important news that is just becoming public

compatible *adj* (78) if people are *compatible*, they like each other and are happy to spend time together

cope with sth *v* [T] (78) to deal successfully with a difficult situation

democratic process *adj+n* [C] (RS) a process in which everyone is equally involved and everyone helps to make decisions

feel pride at sth *vp* (RS) to feel very pleased about something you have done, something you own or someone you know

go through a phase *vp* (RS) to be in a period of your life when you do a particular thing

have (serious) consequences for sb *vp* (79) to cause something bad to happen to someone

have an influence on sb *vp* (84) to affect how someone thinks or behaves

have regrets about sth *vp* (RS) to feel sorry or sad about a situation, wishing that it was different

in its infancy *pp* (RS) something that is in its infancy has only just begun to develop

in the long run *pp* (RS) at a time that is far away in the future

in the (media) spotlight *pp* (77) when someone gets public attention by being on television, in the newspapers, etc.

inflation rate *n* [C] (77) the speed at which prices increase

keep sb up to date with sth *vp* (81) to make sure you always have the most recent information about something

leave sth to sb's discretion *vp* (79) to allow someone to make their own judgement or decision about something

news bulletin *n* [C] (77) a short news programme on television or radio

overreact *v* [I] (82) to react in a way that is too extreme

pros and cons of sth *np* (85) the advantages and disadvantages of something

short-term effects *np* (77) effects that last a short time

side effect *n* [C] (77) another effect that a drug has on your body in addition to the main effect for which the doctor has given you the drug

sign up for sth *v* [T] (RS) to agree to do something or to join something

snowball *v* [I] (79) if a problem, idea or situation *snowballs*, it quickly grows bigger or more important

social networking website *n* [C] (RS) a website where you can make new friends, send messages to them and play games with them

update

1 *v* [T] (RS) to add new information

2 *n* [C] (RS) new information

Unit 9 At top speed



Answers 1 B 2 A

Unit objectives

- **Reading Part 2:** using content and cohesive features to complete the task
- **Writing Part 2:** writing an essay, using linking devices, structuring an essay
- **Use of English Part 4:** identifying the part of speech required
- **Listening Part 1:** listening for global meaning and for detail
- **Speaking Part 2:** strategies for expressing oneself when one doesn't know the word
- **Grammar:** tenses in time clauses and time adverbials
- **Vocabulary:** *action, activity, event and programme*

Starting off

As a **warmer** With books closed, ask students to work in pairs and talk about two or three times when they have been in a hurry recently. They should say when, why and how they felt. When they have finished, get feedback from the class by asking:

- Who was in a hurry about something which was really urgent?
- Who was in a hurry unnecessarily?
- Who got really stressed from being in a hurry?

Ask students to elaborate on their answers.

Extension idea Ask students:

- People say the pace of life is getting faster and faster. Do you think this is true? Why (not)?
- Do you think it is a good thing? Why (not)?

Students can discuss these questions in pairs or as a whole class.

Listening Part 1

Extension idea Ask students:

- How do you think people felt about the early trains?
- Do you think they were frightened to travel on them? Why (not)?
- How do you think people felt about the effect of railways on the countryside?

Recording script

CD2 Track 6

Extract One

Interviewer: The advent of the steam train made an enormous difference to nineteenth-century society in all sorts of ways, didn't it, Tom?

Tom: Yes, the change was tremendous. People's entire conception of the world, the way they related to it and the way they lived underwent a profound transformation. It wasn't all immediate, of course, but eventually and to a very great extent it fashioned the way we live today. It started with things which we find laughable today such as people's terror that the trains' vibrations would shatter their skeletons. When they got onto trains, they found everything going past in a blur of speed, and that blur is something which was eventually reflected in the work of pre-Impressionist and Impressionist painters later in the century. And over the next hundred years railways had profound effects on the countryside, making it possible for people to live there and travel in to work in the cities. Outlying villages became suburbs and dormitory towns. And also quite suddenly human beings went from being comparatively slow and clumsy to being faster than any other living thing and I think this had a subtle but strong effect on the way people regarded the natural world. They began to think they could dominate it by their actions. I doubt if any other invention has had such a profound influence on the human psyche. Nineteenth-century literature and art is full of it.

Q1

Q2

Interviewer: The early steam trains also suffered some quite horrific accidents, didn't they?

3 Extension idea Ask students to suggest other inventions which have had 'a profound influence on the human psyche' and to say why.

4 Extension idea Ask students to work in groups and answer this question: What factors may lead to records being broken? (*Suggested answers:* better training techniques, improved equipment and clothing, better diet.)

5

Answers
3 A 4 C

Recording script CD2 Track 7

Extract Two

Woman: Do you think there are any limits to the speed people can run at? I mean, will there ever come a time when athletes at Olympic events just aren't breaking records any more?

Man: Well, we're already quite close to that stage, aren't we? When athletes broke Olympic records in the past, some of their feats were mind-blowing. For example, when Bob Beamon broke the long jump record in 1968, his jump was 55 centimetres longer than the previous record and it wasn't until 1991 that someone managed to better it. I can't imagine anyone making such a difference nowadays.

Q3 Woman: Although there'll always be those exceptional individuals who grab the headlines with their exploits.

Man: Though I suspect that they'll be relatively few and far between. Still, newspapers and TV have to live off something and they'll hype a relatively small achievement into something far bigger than it really is.

Woman: Small achievement! Breaking a record even by a millisecond is always going to be pretty incredible, something enormous for the individual who does it.

Man: But when all is said and done, we're pretty close to the limits of human potential now.

Woman: Maybe. In the past what made a difference was when sport stopped being for amateurs and people could devote themselves to it full time, not to mention new technologies which affected shoe or track design. Perhaps the next big step forward will be altering genes to produce better athletes.

Q4 Man: Yeah, that used to smack of science fiction, didn't it, but now it really is looking more and more likely, isn't it?

Woman: Yes, and not just better athletes, better everyone!

6 **Extension idea** Ask students: How do you feel when you hear that someone has broken a record? Is it just a media event or does it have some other importance?

7 **Extension idea** Ask students: Why would people want to travel to other stars and planets?

8

Answers
5 B 6 B

Recording script CD2 Track 8

Extract Three

Interviewer: Dr Desai, the difficulties of interstellar travel are enormous, aren't they?

Dr Desai: Vast. When you think that the nearest star is four-point-two light years away, a spaceship using current technology would take seventy-two thousand years to get there. Much more than the entire known history of this planet.

Interviewer: What are the possibilities of building a spaceship that travels much, much faster?

Dr Desai: Well, I'd say that with research and development it could be technically feasible, but it would probably need to be powered by a nuclear explosion to get it travelling at close to the speed of light. Building such a craft is certainly not on anyone's space programme yet. The explosion would of course have to be set off at a good safe distance from the Earth, but you have to remember that current treaties prohibit nuclear explosions in space, so at present it's a non-starter.

Q5 Interviewer: In your book you mention non-nuclear technology and in particular a generational spaceship. Can you explain for listeners exactly what this is?

Dr Desai: Yes, indeed. Given the vast distances and the time involved, even a very fast spaceship using non-nuclear technology would take several thousand years to reach another star. And there are quite a lot of good candidates not too far away where we have identified planets. This means that the people volunteering to go on this journey, assuming that there are volunteers, won't live long enough to reach their destination, nor will their grandchildren or their great-grandchildren, but many generations later on. These people, probably a hundred and fifty or two hundred of them, will have to live together in a confined space for thousands of years, travelling through the emptiness of space to we know not what they will encounter when they get there. What

Q6

activities could we find for the crew to do during all this time? What would be the point of their lives? And there's always the risk that they could degenerate into barbarism and fighting amongst themselves like some small isolated societies here on Earth.

Interviewer: So, are there any realistic prospects for interstellar space travel in the near future?

4 **Alternative treatment** You can use this question for a debate. Ask students to:

- work in small groups and brainstorm either reasons in favour of spending money on space exploration or reasons against it
- form new groups containing students both 'for' and 'against' and ask them to debate the issue.

When they have finished their discussion, ask them to vote and get feedback from the whole class.

Reading Part 2

1 **Extension idea** Ask students: For some people the type of car they own is very important to them – why do you think this is?

2 **As a warmer** Ask students to look at the photo. Ask: What do you think it would be like to drive a car like this? Students then skim the text (but not the missing paragraphs) to find some answers to this question. *Answers:* the world becomes blurred, it causes double vision, getting the car to behave is tough, at top speeds it felt totally steady, sublime, good.)

Suggested answers

- Para 1: the effects of driving very fast
- Para 2: the problems of driving at high speed
- Para 3: comparison with a Formula One car
- Para 4: how the engineer produced enough power
- Para 5: the problem of aerodynamics
- Para 6: the solution to the aerodynamics
- Para 7: how it feels to drive this car.

Suggested words to underline: at this juncture, when you look at the history of its development, His engineers were horrified, Then things got tricky, When this had been done, they hit on the idea, I didn't care

Remind students once they have finished to read the completed text again to check their answers.

Answers

1 C 2 A 3 D 4 B 5 E 6 G

Notes

- 1 C The speed causes a terrifying vibration (paragraph 1) – It has always been thus ... in 1904, the vibration would have been terrifying. (start of paragraph C); driving an E-type at 240kph in 1966 must have been a bit sporty as well. (paragraph C) – But once you go past 320kph, the biggest problem is (start of paragraph 2).
 - 2 A So getting a car to behave itself in conditions like these is tough. (end of paragraph 2) At those speeds the front of the car starts to lift. (start of paragraph A); the new Bugatti Veyron is special. Because it can do 406kph. (end of paragraph A) – the McLaren Formula One car can top 390kph, but at that speed it is pretty much out of control. (paragraph 3)
 - 3 D when you look at the history of its development (paragraph 3) – It all started when (start of paragraph D); Ferdinand Piëch ... bought Bugatti (paragraph D) – His engineers (start of paragraph 4)
 - 4 B the power had to be harnessed. (end of paragraph 4) – For this, Volkswagen went to ... a company that makes gearboxes (start of paragraph B); When this had been done, (start of paragraph 5)
 - 5 E they were miles off the target top speed of 400kph. (paragraph 5) – Somehow they had to find an extra 30kph (start of paragraph E)
 - 6 G That's 113m a second. (end of paragraph 6) – You might want to ponder that for a moment. Covering the length of a football pitch, in a second, (start of paragraph G)
- 4 You can also ask students: How do you feel about the writer driving at 386 kph on a public road?

Grammar

Tenses in time clauses and time adverbials

1

Answers

2 you're covering 3 look 4 was done / had been done (*Both are correct and have the same meaning, i.e. one thing happened after the other.*) 5 broke 6 bought

2

Answers

2 had been working / had worked 3 are driving 4 were waiting 5 am 6 was accepted

3

Answers

2 when 3 during, when/while 4 while/when
5 Meanwhile

4

Answers

2 at in 3 of in 4 in at 5 of in 6 correct 7 in on
8 in at 9 in on 10 correct

Vocabulary

Action, activity, event and programme

- 1 Remind students that knowing different meanings/usages for the same word is important at CAE level and is tested in Use of English Part 4.

Answers

1 c, e, j 2 d, i, k 3 b, h 4 f, g

2

Answers

1 actions, j 2 events, h 3 programme, f
4 activities, i

3

Answers

2 programme 3 action 4 programme 5 action
6 event 7 activity 8 programme 9 event
10 activity 11 action 12 event

Extension idea Ask students to match the sentences in Exercise 3 with the definitions in Exercise 1. Then ask students to choose one of the words and write two or three sentences of their own to show different meanings for the word.

4

Answers

Collocations: frenetic activity, social event, spare-time activity, programme of (social) events, flurry of activity, call for swift action

Use of English Part 4

1 As a warmer

- Write *tough*, *point* and *hit* on the board. Ask students to work in pairs and find these words in Reading Part 2 (paragraphs 2, 3, 6 and 7) and decide what each of them means in its context. (Answers: *tough* [paragraph 2]: difficult; *point out* [paragraph 3]: to draw someone's attention to something; *hit on* [paragraph 6]: to think of an idea or solution unexpectedly; *hit* [paragraph 7]: to succeed in achieving something.)
- Ask students to think of other meanings that they know for these words, and to write sentences using the words to show these meanings.
- Students form groups and take turns to read out their sentences, but with the word (*point*, *tough* or *hit*) missing. The others must say which word it is.
- They then follow up by looking up the words in their dictionaries to check for other meanings.

When students do Exercise 1, remind them that the word they need will always be the same type of word (noun, verb, etc.) in each of the three gaps.

Answers

1 verb 2 adjective 3 noun 4 verb 5 adjective

2

Answers

1 meets 2 strong 3 way 4 broke 5 close

This may be a suitable moment to do the photocopyable activity on page 93.

Speaking Part 2

- Elicit possible criteria for choosing which pictures to talk about, e.g. the two easiest, the two with the clearest comparison, the two which present the fewest problems of vocabulary, the two where you immediately recognise a number of things you can use to answer the questions.
- Tell the listening partner in each pair to give feedback on other things the speaker could have mentioned and other vocabulary he/she could have used.
- Before they listen, ask students to read sentences 1–7 and decide which of them are good things to do this part of the exam, which they should avoid doing and which are neither good nor bad. (Answers: good: 1, 2, 5, possibly 6; bad: 3, 7; neither good nor bad: possibly 6.)

Answers

2 Yes 3 No 4 No 5 Yes 6 Yes 7 No

Recording script CD2 Track 9

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using different machines or devices. I'd like you to compare two of the pictures and say how the machines or devices help the people to do their work faster.

Candidate: Well, the first one is a policewoman using what I think must be a pda – you know, one of those hand-held devices which you can use when you want to connect to the Internet and check or send data. She's probably checking the identity of a driver she's stopped or she could be checking to see if the car she's looking at is stolen or something. The other picture shows – what do you call the person? – a cowboy or a shepherd, I'm not sure, riding one of those quad bikes while he's moving his herd, I mean his flock of sheep. The policewoman can do her job faster because she can do it in – what's the word? – in real time: she doesn't have to call someone at the police station or go there to check the information. She might even be able to give the driver a fine automatically. The shepherd doesn't have to walk or use a horse all day, so everything is quicker and he doesn't get so tired doing his job – and nor does his dog!



Answers

2 of those 3 what do 4 I mean 5 what's

- 6 Ask students to look at the Exam advice box and elicit why each piece of advice is a good idea.

Answers

1 4 2 2 3 1 and 3 4 3 and 5

Extension idea Ask students to think of other phrases they could use when doing functions 1–4. (*Suggested answers:* 1 or rather, sorry 2 That is, What I mean is 3 what may be, something I think is called 4 Is that the word? I'm not sure of the word.)

- 6 Encourage students to use phrases from Exercise 4 when doing this exercise.

Recording script CD2 Track 10

Instructions for Set A

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people using different machines or devices. I'd like you to compare two of the pictures and say if you think the machines or devices really help the people to do their jobs better.

Instructions for Set B

Examiner: Now in this part of the test I'm going to give each of you three pictures. I'd like you to talk about them on your own for about a minute, and also to answer a question briefly about your partner's pictures. Here are your pictures. They show people doing things in a traditional way. These things are often done using a machine nowadays. I'd like you to compare two of the pictures and say what the benefits are of doing the activities in a traditional way.

Writing Part 2 An essay

- 1 *As a warmer* Ask students if they ever have to / had to write essays as part of their studies.

Answers

2 T 3 F 4 T 5 F 6 T

- 2 Tell students to make very brief notes.
3 As feedback from pair discussions, ask students to tell the class what different points they would have made in their essay instead of the ones here.
4 Point out that the importance of using linking devices in essays is:

- to help the reader understand which direction the essay is taking and how the ideas/points the writer is making connect together
- to help the writer structure the essay clearly.

Answers

2 As a result 3 However 4 In contrast to ourselves 5 What is more 6 in general 7 In conclusion 8 On the contrary

Extension idea Ask students to suggest other linking devices which have similar functions to the ones in this exercise, e.g. *as a result*: in consequence, consequently.

- 5 Tell students that in the exam they will gain marks if their essay has a clear, logical structure. Tell them that in an academic essay students are normally expected to show an awareness of ideas and opinions which they don't necessarily agree with and to be able to argue against them, as well as being able to argue in favour of their own point of view.

Answers

1 paragraph C 2 paragraph B 3 paragraph D
4 paragraph A

- 6 Encourage students to brainstorm ideas both for and against the proposition in this writing task. Remind them that they should also refer to arguments they don't agree with (see Exercise 5 above).
- 7 Round up this activity by inviting one pair to write their essay plan on the board. The rest of the class should then comment on the plan and make suggestions for additions and improvements.
- 8 If you ask students to do this at home, tell them that in the exam they would have about 45 minutes for the task. However, since this is exam preparation rather than exam practice, they can take longer, especially if they:
- look back over their notes on this unit and try to use vocabulary and grammar arising from the unit
 - use a dictionary.

Unit 9 photocopiable activity: The multiple meanings race

Time: 20–30 mins

Objectives

- To raise students' awareness of words with more than one meaning
- To practise skills needed for Use of English Part 4

Before class

You will need one copy of the activity page, one copy of the rules on this page and a dice for each group of four students. Each pair will need a counter.

In class

- Students play the game in groups of four – two opposing teams with two students in each team. Give each group a copy of the photocopiable page, a dice and two counters (one counter for each team).
- Go through the rules printed below.
- When students play the game, you should act as referee if there are disagreements between teams. Only tell students if an answer is right or wrong – don't tell them the correct answer.
- When they finish, go through all the squares with the class, eliciting the answers.

Answers

1, 4 treat 2, 7 pupils 3, 5 called 6, 10 tips
8, 13 put 9, 17 act 11, 16 hang 12, 19 business
14, 21 mind 15, 18 flight 20, 25 post 22, 27 joining
23, 26 apply 24, 30 order 28, 32 time 29, 31 round
33, 38 meant 34, 37 space 35, 39 bright 36, 40 star

Rules

- Form a team with another student. You will play together against another pair of students. Your objective is to reach *Finish* before the other team.
- To start, throw the dice and read the sentence in the square you land on.
- Think of a word which can fit in the gap. Then find another sentence on the board which can be completed using the same word in the same form. For example, squares 1 and 4 can be completed with the word *treat*.
- If you find the other sentence, move your counter to that square if it is ahead of the square you are on. (In the example above, you would move your counter to square 4.)
- If you land on a square which has already been used for an answer, you must move back to the first unused square. For example, if you land on 6 and the sentence has already been used in an answer, you must move back to 5. If that also has been answered, you must move back to 4, and so on.
- If you give the wrong answer when you land on a square, you miss a turn. If you can't find the matching square, you also miss a turn.
- The team which reaches *Finish* first wins.

Complete CAE by Guy Brook-Hart and Simon Haines
© Cambridge University Press 2009 **PHOTOCOPIABLE**

The multiple meanings race

START	1 If you him like a child, he'll behave like one.	2 You'll notice that when we shine a torch into the patient's eyes, her contract.	3 I've got a friend Robert who'll be coming to the party too.	4 The best way to a bruise is to put ice on it.	5 The match won't be taking place – it's been off due to bad weather.
11 I'll come with you if you'll just on while I get my coat.	10 I can give you lots of useful to help you pass the exam.	9 Laura learnt to at drama school and now she's landed a role in a major new film.	8 If you're too busy this weekend, we can always off the party till next weekend.	7 She's an excellent teacher and her love her.	6 Some waiters make more money from than they do from their regular wages.
12 Charlie started his own after he lost his job with the multinational.	13 Quite a few good proposals were forward at the meeting.	14 Would you closing the window? It's rather draughty in here.	15 Please proceed to the boarding gate – your has been called.	16 Don't put your jacket on the back of the chair – it up behind the door.	17 The government has decided to to increase road safety.
18 You should for the course in writing by 31st January.	22 Why not get fit by our health club?	21 the step as you go out of the front door!	20 I've put the parcel in the, so you should get it tomorrow.	19 It's none of your what I was doing last night!	18 She lives in a tiny flat up a short of stairs.
24 They left at 6 am in to beat the rush hour traffic.	25 Archie has applied for the of Divisional Manager.	26 You'll really need to yourself to your work if you want to pass the exam.	27 You could try the broken pieces with instant glue.	28 We had a really good at the party last Friday.	29 Igor has been travelling the world during his gap year.
35 The sun is so you should wear some sunglasses.	34 What do you think is the future of travel – a flight to Mars?	33 I didn't quite understand what she by 'in the long term'.	32 You shouldn't be planting roses at this of year.	31 Could you pass the photocopies so that everyone has one?	30 The lift is out of so we'll have to use the stairs.
36 I'm going to at a 5-star hotel during my summer holiday.	37 I've just spent 20 minutes driving around looking for a parking	38 I to call Sophia last night, but I forgot.	39 Marco is such a child that he learns very quickly.	40 Do you think the weather will sunny for the weekend, or will it rain?	FINISH

Wordlist

Unit 9

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completcae).

the advent of sth *np* (94) the start or arrival of something new

break a promise *vp* (94) to not do what you promised to do

break a record *vp* (89) to do something faster, better, etc. than anyone else before

confined space *adj + n* (RS) a small space where it is difficult to move

do sth with ease *vp* (96) to do something easily, without effort

feat *n* [C] (RS) an act or achievement that shows great skill or strength

flurry of activity *np* (93) a sudden, short period of hurried activity

get the chance to do sth *vp* (92) to have the opportunity to do something

have profound effects upon sth *vp* (RS) to change or influence something to a very great degree

hit on the idea of sth *vp* (90) to have a good idea, especially one which solves a problem

in contrast to sb/sth *pp* (96) used to show that someone or something is completely different from someone or something else

in the first place *pp* (90) used for stating the most important reason for something

labour-saving *adj* (96) describing a device or method which saves a lot of time

live off sth *v* [T] (RS) if you *live off* money, you use that money to buy the things that you need to live, such as food, clothes, etc.

make no mistake *idiom* (91) used to show that you are certain about something

meet regulations *vp* (91) to be of the necessary standard stated by the official rules

not to mention *advp* (RS) used to emphasise the importance of something that you are adding to a list

out of control *pp* (90) not able to be controlled

pull up *v* [I] (91) if a vehicle *pulls up*, it stops

relatively few and far between *advp* (RS) not happening or existing often in comparison to other things

set off sth *v* [T] (RS) to cause something to explode

technically feasible *adv + adj* (RS) possible with the knowledge, machines and methods that are available

threat to wildlife *np* (88) something that may harm wild animals, birds and plants

throw up your hands *vp* (90) to show that you are shocked or disagree strongly with something

undergo a profound transformation *vp* (RS) to change completely

when all is said and done *idiom* (RS) said before you tell someone the most important fact in a situation

Unit 10 A lifelong process

Unit objectives

- **Reading Part 4:** studying the statements or questions before reading the text
- **Writing Part 1:** report writing, reading task instructions carefully, organising the report clearly into sections with appropriate headings
- **Use of English Part 1:** selecting answers by considering collocations, dependent prepositions and meaning
- **Listening Part 2:** reading the gapped sentences before listening, checking that answers are grammatically correct
- **Speaking Part 3:** using appropriate language and conversation strategies, reaching agreement or disagreeing politely
- **Grammar:** modal verbs expressing ability, possibility and obligation
- **Vocabulary:** *chance, occasion, opportunity, possibility*

Starting off

- 1 **Is a warmer** Ask students to tell each other what they remember about their first day at school. Ask one or two students to tell the whole class about any particularly interesting experiences.
- 2 **3** Monitor discussions and have a whole-class feedback session to gauge whether there is any consensus on these educational issues.

Reading Part 4

- 1 **Is a warmer** Ask students appropriate questions about university. Examples:
- Who intends to go / has been to university?
 - What subject/s will/did you study?
 - What do you hope to gain / did you gain from your time there?
 - What will/did you do when you finish/finished university?
 - Who will choose / chose not to go to university?
 - What is/was the reason for this?
 - What do you think you will miss / missed by not going?
 - What do you think you will gain / have gained?

- 2 Monitor the conversations and conduct a brief survey to find which of the three universities shown in the photos appeals to most students.

- 3 You may like to start by familiarising students with some of the more specialised vocabulary used in the text. Ask:

- What is the main difference between a teacher and a lecturer? (*Answer:* A teacher is anyone who teaches, especially in a primary or secondary school; a lecturer is a university teacher.)
- What is the difference between a foundation course, a degree course and a post-graduate degree course? (*Answer:* A degree course is for a first-level university qualification; a foundation course prepares students to start a degree course; a post-graduate degree course is for students who already have a first degree and are continuing with a higher-level course of study.)

Answers

Students should underline: 2 take a higher degree
3 work with other students 4 family member
5 where it was 6 people praise it 7 calmness
8 not / first choice 9 at ease / short time
10 communication easy 11 printed information / unhelpful 12 too busy 13 random choice
14 repeat 15 go back home

4

Answers

1 F 2 B 3 E 4 A 5 B 6 C 7 A 8 E 9 D
10 B 11 D 12 C 13 D 14 F 15 A

Notes

- 1 F I've reached a higher level than I expected
- 2 B I start doing a post-graduate degree course next year.
- 3 E The class I'm currently in is small enough to allow genuine interaction and dynamic discussion between students.
- 4 A The main reason I chose this university is because my brother said how good it was.
- 5 B The main reason I chose this university is its location.
- 6 C I chose this course at this university originally because I had heard such good things about it from several friends in my country.
- 7 A I thoroughly enjoy campus life because it is quiet and safe
- 8 E This was actually the third university on my top five list
- 9 D I've only been here three weeks, but already I feel at home.

- 10 B I always managed to contact the university whenever I needed to – and they always replied quickly and politely
- 11 D The prospectuses from different universities all claimed they were the best. They all showed good-looking students with happy smiling faces on every page. They didn't look like real students to me. All the courses sounded equally exciting and all the staff seemed equally well qualified.
- 12 C I haven't had the time to mix socially with other students
- 13 D I simply put the names of five universities into a hat and picked one out.
- 14 F I would love the chance to do it all again some time in the future.
- 15 A I'm planning to return to my country, to play my part in its future development.
- 5 Set time limits for the two parts of this task, e.g. ten minutes for discussion of questions 1 and 2 and two minutes for each group to present their suggestions to the class.

Grammar

Modal verbs expressing ability, possibility and obligation

1

Answers

1&2 b possibility, any time c obligation, past
d obligation, past e ability, present f ability, past

- 2 **Alternative treatment** This could be done as a whole class discussion.

Answers

- 2 a I didn't worry. b I worried but it wasn't necessary.
- 3 a It isn't necessary for you to go to the lecture.
b You are prohibited from going to the lecture.
- 4 a *incorrect* (We cannot use the affirmative *could* [ability] to refer to a single occasion in the past.)
b *correct* (We use *managed to* / *succeeded in* + -ing or *was able to* to refer to single occasions.)
- 5 a It is possible for him to stay, and it is certain or quite likely that he will stay. b It would be possible, but it is not certain that he will stay.
- 6 a *correct* b *incorrect* (We do not use *could not* to refer to a future possibility.)

3

Answers

- 2 ~~needn't~~ to needn't 3 ~~need do~~ need to do
4 ~~could~~ can (this is a definite offer – ~~could would~~ suggest that the offer was conditional) 5 ~~we afford~~
we can afford 6 ~~can't~~ couldn't

- 4 The purpose of this exercise is to encourage students to use some of the modal verbs they have been studying.

Suggested answers

- I can cook paella. I can run a marathon.
- For ages I couldn't ride a unicycle – but then one day I managed to ride from one end of the garden to the other. I didn't use to be able to whistle, but now I can.
- I'd love to be able to sing well.
- I have to attend 90% of all lectures and seminars. I don't have to go to work at the weekend.
- I needn't have worried about my driving test – I passed easily.
- I really must have my hair cut. I really must start revising for my English exams.

Vocabulary

Chance, occasion, opportunity and possibility

1

Answers

- 2 occasions 3 opportunity 4 possibility
5 occasion 6 possibility

2

Answers

- 1 *Alternative answer:* opportunity 2 opportunity
3 possibility 4 chance 5 opportunity/chance
6 possibility/chance 7 occasion 8 chance/
possibility

3

Possible answers

- 1 visiting China. 2 be moved to our Paris office.
3 finding out what happened to my grandparents.
4 lose my temper with a colleague.

Listening Part 2

- 1 As a warmer Ask students: Have any of you ever studied abroad? Encourage any who have done so to describe their experience to the class. Then ask: Why do people go abroad to study?
For students who are using this course abroad, ask: Why did you decide to study abroad? How is it different from studying in your own country?
- 2 Before students listen, elicit ideas about what a European newcomer to Egypt might notice or comment on. Make notes on the board as students suggest ideas.
- 3 Ask students to identify ideas from the listening that appear in the list on the board.
- 4 Tell students that they should identify the type of words that are required and make a guess at some possible answers. It is very unlikely that they will guess the actual words that are missing.



The alternatives in brackets are possible but they do not conform to the suggested number of words.

Answers

2 colloquial Egyptian dialect (Arabic)
3 unmarried, mixed 4 culture shock 5 shops and cafés (cafés) 6 bargain with 7 dissimilar forms 8 country club

Recording script CD2 Track 12

Presenter: In today's programme, we're going to hear about the experiences of a British student who is spending a year studying in Egypt. Amy, could you tell us what your life is like in Egypt?

Amy: Well, I wake up at about 3 am when a man wearing a grey, floor-length galabiyya marches down the street, banging a small drum and calling to people to wake up for the meal they eat before they start fasting at dawn. It's Ramadan at the moment. Four hours later, my electronic alarm goes off and I roll out of bed. I dress carefully, ensuring that my legs, stomach and shoulders are covered despite the heat. Three friends and I have travelled to the Alexandria Centre for Languages for an Arabic course as part of our degree course at Bristol University. In our first year at Bristol we were offered the choice of several modern languages. Persian, Turkish and Arabic were available, but I was charmed by the Arabic lecturer who had a huge smile and a real

passion for his subject. As the course developed, so did my fascination with Arabic, its different alphabet – and the culture. I researched the possibility of studying in a Middle Eastern country. In the end we settled on Alexandria: the city has a lively cultural scene, and its colloquial Egyptian dialect is the most widely understood throughout the Arab World.

We arrived in September and got to our hotel at about 10 pm. Unfortunately, the staff were nervous about letting us stay, as we were an unmarried, mixed group. We eventually found another hotel, where we bartered for the price of rooms. We spent the next few days settling in and getting to know the city. Then our course leader arranged flats for us to look around. We chose a light, spacious flat, with a friendly and helpful landlady. It's much better than I was used to in Bristol. It was a fascinating time for us, but

the culture shock was so great that within the first week one of our group returned home.

The area around the language centre is crowded with shops and cafés, where people sit and drink tea. We usually have lunch at the centre: small flatbreads stuffed with falafel or beans; or large circular pieces of bread, filled with strips of beef and pieces of cheese. We have two teachers. Rania is a young woman who wears a hijab that always matches her jeans. In her lessons we learn how to greet, congratulate and explain why we are in Alexandria. Ingy is more liberally dressed: jeans, short sleeves, no hijab. With her, we do role plays where we bargain with taxi drivers, buy groceries or haggle for gold at the jeweller's. The teachers seem unaffected by the pressures of Ramadan. They teach for four and a half hours a day, Sunday to Thursday, with no food or water from sunrise until sunset.

One of the most difficult challenges in learning Arabic is that it has two dissimilar forms. Alongside amiyya, the colloquial dialect, is fusha, which dominates the media and written forms of Arabic, including the Qur'an. Although they share some vocabulary, it's like learning two languages alongside each other.

At weekends we relax at the Acacia Country Club, where membership costs £10 a month, and lie by the pool, where dress rules are more

relaxed. In the evenings we sit in cafés by the sea and smoke apple sheesha. I'm writing my dissertation at the Bibliotheca Alexandrina. Its exterior is covered with characters from every alphabet in the world, symbolic of the array of knowledge that was once contained in the old library and of what will be contained in the new one. Soon the crescent moon will signal the end of Ramadan, and Egypt will show us another face.

- ⑥ **Alternative treatment** Choose one of these questions as the basis of a whole-class discussion or debate.

Use of English Part 1

- ① **As a warmer** Ask students:

- Have you ever received specific training for a job you have done?
- How is workplace training different from school or university education?
- Why is workplace training so important these days?

Then focus on the questions in the Exam round-up.

Answers

2 four 3 ten 4 before

②

Suggested answers

lifelong learning: learning that can take place at any time during a person's life, learning not limited to years of formal/compulsory education; *retraining*: learning how to do a different job; *to upgrade (your) skills*: to improve how good you are at doing something, to learn new, higher-level, more up-to-date skills

- ③ **Alternative treatment** These questions could be discussed by the whole class.

Suggested answers

1 to get a new or better job, for personal interest/enrichment 2 Adults may be more motivated because they have chosen to learn something rather than being forced by law to learn at school. Adults may find it more difficult to learn than young people because they are out of the habit. 3 People need new skills for new jobs (fewer people now remain in one job for the whole of their working lives). Opportunities to learn have increased significantly in recent years (e.g. Open University / distance learning courses / the Internet, etc.).

- ④ As far as possible, students should resist the temptation

to fill the gaps as they read the text for the first time. It is important that they have a rough idea of what the text is about before they start to choose the correct words.

⑤

Answers

1 A 2 B 3 B 4 D 5 B 6 D 7 C 8 C 9 D
10 C 11 D 12 A

Extension idea Ask students to discuss the following question: Why do older people often find it difficult to get work, despite their experience?

Speaking Part 3

- ① **As a warmer** Ask students to discuss in pairs their ideal learning situation. They could use the photographs as a starting point or base their discussion on their own experience.
- ② You may need to remind students that in Speaking Part 3 examiners will expect to see candidates 'sustaining an interaction'. The criteria for this are listed in Exercise 3.

③

Answers

1 In general, both speakers meet the criteria listed, but the woman is better at keeping the conversation flowing and expressing opinions. The man tends either to react to what the woman has said or simply to describe a new photo. There is not much scope for students to make suggestions or speculate in relation to this particular task. 2 Their range of vocabulary meets the task requirements.

Recording script CD2 Track 13

- Woman: OK, the first picture is obviously a classroom – someone working on an interactive whiteboard. Do you think that's a good way to learn?
- Man: It's probably quite a good way to learn, yeah. And the next picture's of a student and of someone, not sure who, in a sort of one-to-one learning session, which would probably be quite good for learning some things.
- Woman: Yeah, it's not really a group environment, though, not like the ...
- Man: Probably not good for learning a language.
- Woman: The next one is kids all sat in a classroom. I suppose it'd be quite interactive – you could learn together, but ...

- Man: Yeah, the next one's someone on a computer – probably learning stuff off the net, which again probably wouldn't be a good way to learn a language – wouldn't be able to, you know, talk much.
- Woman: No ... The next one I think is a group of girls just talking and writing on clipboards.
- Man: Talking to people, perhaps.
- Woman: Yes, that'd probably be a good way to learn a language.
- Man: Conversation.
- Woman: And being outdoors and seeing things.
- Man: And finally there's a lecture theatre with a big screen at the front and a guy giving a talk on a podium by the looks of it.
- Woman: So, which one do you reckon would be the best?
- Man: Probably the first one or ...
- Woman: I don't know, though, because you wouldn't get much one-to-one, would you?
- Man: Mmm.
- Woman: I think it would be the one outside just walking around talking to people ... Which one shall we go for?
- Man: Well, I'll go for that one as well, then.
- Woman: OK – the field trip.

1 This task builds on the imprecise language focus in Unit 8. The answers given below for Exercise 5 are what the speakers say on the recording. However, there are various other expressions which could be used and which students may suggest here.

Answers

- 1 which would probably be *quite good* for learning *some things*.
- 2 the next one's *someone* on a computer – probably learning *stuff* off the net, which again probably wouldn't be a *good way* to learn a language.
- 3 M: *Talking* to people, perhaps.
W: Yes, that'd probably be a good way to learn a language.
M: *Conversation*.

3 Monitor conversations, making sure students follow the guidelines listed. Most importantly, try to ensure that neither student dominates the conversation.

Writing Part 1 A report

1 Before students start the task, ask them to read the Exam advice. The points included here cannot be repeated too often, as marks are often lost through candidates not following instructions.

Suggested answers

- 1 Possible section headings: Introduction, Computers, Accommodation and other facilities, Car parking, Conclusions and recommendations
- 2 Both students and staff commented on access to computers and problems with the canteen. Both staff and visitors commented on parking facilities.

2 Allow students time to read the report through from beginning to end, then ask them to discuss possible headings for the sections. Elicit their ideas.

Suggested answers

- 2 The provision of computers / Access to computers
- 3 The canteen
- 4 Car parking facilities / Car parks
- 5 Other suggestions
- 6 Conclusions and recommendations

3 The purpose of this section is to get students to focus on the variety of language used in the sample report, with a view to incorporating some of it into their own writing in the exam task (Exercise 5). Students could work on this individually or in pairs.

Answers

- 1 *recommend* + noun phrase (Staff ... recommended a reduction); *(would) recommend* + *-ing* (I would recommend implementing all the suggestions)
suggest + noun phrase (to suggest ways in which ...); *suggest that* + clause with subjunctive verb (Students suggested that the gym ... be enlarged); *(would) suggest that* + clause with *should* (I would suggest that drivers should make alternative arrangements)
- 2 commented on, felt strongly that, expressed the view that, did not mention, suggested that
- 3 would welcome, would appreciate, would be grateful for

4 Remind students that when they are faced with tasks like this, they must include in their answers all the information they are given. When they have read the task and discussed the questions, elicit their ideas.

Suggested answers

- 1 The college principal and perhaps other senior managers
- 2 No – comments in emails will be regarded as speech, so in the report will be turned into quite formal reported speech.
- 3 Four. These are possible headings:
Introduction / The issue
Information and publicity
Incentives
Conclusions and recommendations

- 5 If you set the report writing for homework, remind students that in the exam they would have about 45 minutes for the task.

This may be a suitable moment to do the photocopiable activity on page 101.

For more on writing reports, you can refer students to page 171 (Writing reference – Report).

Vocabulary and grammar review

Unit 9

Vocabulary

- 1 2 action 3 activity 4 programme 5 events
6 event 7 action 8 programme
- 2 1 cover 2 place 3 tough 4 pointing 5 steady

Grammar

- 3 2 is working 3 was 4 has been working
5 I'm having 6 was working 7 had arrived
8 played

Vocabulary and grammar review

Unit 10

Vocabulary

- 1 2 last 3 historic 4 slight 5 miss, golden 6 real
7 solemn 8 second
- 2 1 fast 2 pass 3 settle

Grammar

- 3 2 must, didn't have to / didn't need to 3 must, have to / need to 4 needn't / don't need to / don't have to
5 mustn't, have to 6 need to / must / have to

- 4 2 correct 3 could can 4 could managed to pass
~~could pass~~ succeeded in passing 5 ~~be able to / could~~ would

Unit 10 photocopiable activity: Five-minute lessons

Time: 50–60 mins

Objectives

- To practise planning and giving a talk or presentation
- To practise using subject-specific language
- To encourage clear, well-organised explanations

Before class

You will need one photocopy of the activity page for each student.

In class

- 1 Before giving out the photocopies, briefly introduce the task. Explain that each student is going to teach their group something they know about and are interested in. Divide the class into groups and hand out the photocopies. If students have a number of possible topics they could teach, they should choose the one that their group would be least familiar with. Go round the class checking that they have chosen appropriate topics.
- 2 It might be best to allow students to do this planning stage for homework, especially if they want to do research or bring in objects and other aids to support their lesson.
- 3 Remind students that they should limit their lessons to five minutes and then answer questions for a further two or three minutes. If all groups start at the same time, you could call 'Time!' every seven or eight minutes, so that the next student can start their lesson.

If time allows, you could ask each group to tell the class what their lessons were about. Finally, have a short round-up discussion. Ask students:

- What did you find particularly useful/difficult about this task?
- Do you think it helped you improve your fluency?
- How helpful was the planning stage?

Five-minute lessons

1 Work in groups of four. You are going to teach your group for five minutes. Decide on the content of your lesson. Choose one of these types of topic:

- factual information about a subject that you know about but have not studied formally at school or university (e.g. tracing your family history, modern architecture in your country)
- a practical skill or activity that you have personal experience of (e.g. playing a musical instrument, doing a particular sport)
- an introduction to something artistic that you enjoy (e.g. a book, painting, piece of music). You could include background information about the writer/artist/composer/performer.

2 Prepare your lesson, using the lesson plan outline below. Look at the sample plan to help you.

3 In your group, take turns to teach your five-minute lessons. After you have finished, answer any questions from your 'students'.

Lesson plan outline

Purpose of the lesson
Resources needed
<u>Teaching activities</u>	
Introduction

Activity 1

Activity 2

Conclusion

Lesson plan outline

Purpose of the lesson	To introduce flute music to the group.....
Resources needed	My flute, CD - compilation of flute styles.....
<u>Teaching activities</u>	
Introduction	• Play a few very short bursts of flute music on CD. • Show flute. Ask: What is this? Does anyone here play the flute?
Activity 1	Explain: • how I started playing the flute • where and when I play now • why I enjoy playing
Activity 2	Play flute. Show: • how the instrument is held • how air is blown across the hole • what the keys do
Conclusion	What to do if you want to learn to play the flute: local contacts.....

Wordlist

Unit 10

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completeca).

anticipate sth *v* [T] (98) to expect something, or to prepare for something before it happens

appreciate sth/sb *v* [T] (98) to feel grateful for something/somebody

bargain with sb *v* [I] (RS) to try to make someone agree to give you something that is better for you, such as a better price, or better wages or working conditions

be based on sth *vp* [T] (101) if something is *based on* facts or ideas, those facts or ideas are used to develop it

be fun to be with *adjp* (99) if someone is *fun to be with*, their company is enjoyable and entertaining

colloquial *adj* (RS) *colloquial* words or expressions are informal and more suitable for use in speech than in writing

congratulate sb on sth *vp* [T] (RS) to tell someone that you are happy because they have done something good or something good has happened to them

culture shock *n* [U] (RS) a feeling of confusion felt by someone visiting a country or society that is very different from their own

feel at ease *vp* (98) to feel relaxed

foundation course *n* [C] (99) in the UK, a college or university course that introduces students to a subject and prepares them for studying it at a higher level

have a fascination with sth *vp* (RS) to be very interested in something

I can honestly say *idiom* (99) used to introduce an opinion about something, especially one that is surprising

keep a conversation flowing *vp* (104) to make sure that talk between people continues and does not stop

make alternative arrangements *vp* (105) to make different plans

one-to-one *adj* (104) only including two people

past experience *n* [U] (105) knowledge gained from doing or seeing something before

pick sth out *v* [T] (99) to choose something from a group of things

settle on sth *v* [T] (RS) to make a decision after spending a period of time thinking about the choices

socialise *v* [I] (98) to spend time enjoying yourself with other people

take account of sth *vp* (105) to consider something when making a decision

take a course *vp* (98) to study a subject at a university or college or go to a series of classes in order to study a subject

take sth into consideration *vp* (99) to think about something when you make a decision or plan

teaching method(s) *n* [C] (99) way(s) of teaching people

think for yourself *vp* (97) to form your own opinions and judgements and not follow other people's opinions

with the exception of sth *pp* (105) not including something

Unit 11 Being somewhere else

Unit objectives

- **Reading Part 3:** skimming and inferring to answer multiple-choice questions
- **Writing Part 2:** writing a contribution to a longer piece
- **Use of English Part 2:** skimming, choosing the best word
- **Listening Part 1:** predicting likely vocabulary, listening for global meaning
- **Speaking Part 1:** using conditional forms, expressing enthusiasm, avoiding repeating the words of the questions.
- **Grammar:** zero, 1st, 2nd and 3rd conditionals, their meanings and functions
- **Vocabulary:** *at*, *in* and *on* to express location

Starting off

- 1 **As a warmer** Ask students to work in small groups and brainstorm different types of journey people can make. Start them off by suggesting language exchange trips and journeys of exploration. Ask them to say what sorts of journey they enjoy most and which journeys they would rather avoid making.

For Exercise 1, tell students they should try to think of vocabulary which is not too obvious. You can elicit other words for photo 1, e.g. *paddle*, *shore*, *canal*, etc.

- 2 Draw attention to the type of question that is being asked in the example, i.e. a statement followed by an opinion question. Ask: What part of the Speaking paper is likely to contain questions like this? (Answer: Speaking Part 4.) Ask students to work in pairs and write similar questions, using some of the vocabulary they thought of in Exercise 1.
- 3 If possible, ask students to stand up and walk around the class. They should talk to three or four other students in turn. Remind them that they should answer with their opinions and, where possible, give reasons and examples to support their opinions. Give them five or ten minutes for this activity.

- 4 **Extension idea** As an opportunity for students to practise reported speech (which was studied in Unit 8), when they have finished comparing answers ask them to report their findings back to the whole class. Give them this example, using the sample question in Exercise 2: *We asked people if they thought you could learn a lot from undertaking a journey involving hardship and several people said they thought you could understand your own character better and you could gain self-confidence. Other people thought ...* You will need to give students a little time to prepare what they are going to say.

Listening Part 1

- 1 **As a warmer** Tell students they are going to do a Listening Part 1 task. With books closed, ask them to work in small groups and brainstorm what Part 1 involves. They then check their ideas by doing the Exam round-up.

Answers

2 different themes 3 A, B or C, twice 4 read the questions and underline the key ideas 5 listen to the whole extract before making your choices

- 2 Before doing this exercise, you may have to elicit the meanings of some of the words/phrases.

Alternative treatment If students have access to a good learner's dictionary, ask them to look up some of the words/phrases in the dictionary before deciding which question/question they are connected with. By doing this, they may also have to decide which of several meanings is appropriate (e.g. for *put off*, *dull* and *wrap up*). Point out to students that having possible vocabulary in mind connected with a topic before you listen is a useful part of effective listening.

Extension idea Ask students to work in pairs and suggest two more words/phrases they might expect to hear with each question. Again, encourage them to be inventive and not to suggest the most obvious vocabulary. When they have finished, ask pairs to form groups of four and compare the words/phrases they have thought of. They should ask the other pair to justify their words if the connection is not clear.

- 3 If you did the Extension idea for Exercise 2, students should also listen for any of the words/phrases they suggested.

Answers

Extract One: dull, if I were you, miserable
Extract Two: call off, put off, pay up
Extract Three: wrap up, walking over rough ground, quite unpleasant otherwise

- 4 Before they listen again, refer students back to the Exam round-up and ask them to follow the procedure there, i.e. underline key ideas and listen to the whole extract before making their choices.

Answers

1 B 2 A 3 A 4 B 5 C 6 C

Recording script CD2 Track 14

Extract One

- Woman: It'll be getting dark soon, won't it? What about over there? That looks quite a good place to stop and camp for the night, doesn't it?
- Man: Maybe.
- Woman: Very peaceful.
- Man: I doubt if it'll be that. If I'd known about the mosquitoes, I'd never have come. I was expecting excitement and rapids and spectacular landscapes and all we're getting is bitten on a flat river surrounded by dull little trees – and the mountains are miles away! It's not as if we had to come here. There were lots of other places we could have gone.
- Woman: Come on, Don. It's not so bad. If I were you, I'd put some insect repellent on right away, just like I've done, and then they won't bite you. And if you'd just stop griping for a while, perhaps we'd start enjoying ourselves a bit. Just think about how quiet and peaceful it all is and what a lovely rest from city life!
- Man: Rest! If we'd stayed at home, I'd be resting in front of the telly right now, instead of paddling up this miserable river.
- Woman: Don!

Extract Two

- Man 1: So, what will we do if the weather turns bad? Just carry on, or do you think we'd have to call things off?
- Man 2: Call things off? No way! Not after all the preparations we've made. Look, we're taking wet-weather gear and we've got good warm waterproof sleeping bags. I mean, if things look really bad, we can always put things off for a few days and start a bit later.
- Man 1: OK, but we're not really going at the best time of year, you know. North-west Spain in winter can be pretty icy.

- Man 2: Of course, but that's all part of it, isn't it? I mean, we've committed ourselves to this thing so we've got to get there or else we'll never live it down. I'm sure we'll make it, I mean, our names will be dirt with all our sponsors if we don't. And a little hardship never hurt anyone. It's good for you!

- Man 1: Still, I imagine they'd pay up anyway, even if we didn't get there, don't you?

Extract Three

- Interviewer: So, Kate, in your book *Lesser Known Egypt* you recommend all sorts of exciting and interesting places off the beaten tourist track.
- Kate: Yes, and for the really intrepid tourist none of them is at all difficult to get to.
- Interviewer: Right.
- Kate: All you need is a little bit of planning in advance and even that's easy if you use my book.
- Interviewer: You suggest people should go in the winter when the heat is not so overwhelming, don't you?
- Kate: Exactly, and it can even get quite chilly at night, so you might need something warm to wrap up in. Mind you, in the daytime you'll find it's almost always sunny. You have to do quite a lot of walking over rough ground in the desert and of course there's no shade, so I never went out without something to cover my head or I'd have got quite sunburnt. I'd strongly advise other people to do the same.
- Interviewer: And what was the most enjoyable thing you found about travelling around Egypt on your own?
- Kate: Without a doubt the people I travelled with. It could all have been quite unpleasant otherwise, you know, waiting for buses in dusty villages and so on, but I found everyone so kind. You know, they'd make conversation, invite me to coffee and really help me to get to know the country. Otherwise I wouldn't have enjoyed things nearly so much. As it was, that I wanted the journey to go on forever.

- Interviewer: Fantastic.

- Kate: Yes, indeed.

- 5 Ask students to think for a minute or two, then in small groups take turns to tell each other about their hardest journey. Tell them they should speak for one or two minutes and the others should listen and ask follow-up questions at the end.

Grammar

Conditionals

- 1 Ask students to read sentences 1–10 first and say which Listening extract each of them comes from. (Answers: 1–4 come from Extract One, 5–7 from Extract Two and 8–10 from Extract Three.) Ask them to study the examples. You can elicit why sentence 9 is 3rd conditional even though it does not contain an *if* clause. (Answer: The *if* clause is implicit in *otherwise* which means *if it hadn't been for the people I was travelling with.*) Students then do the rest of the exercise in pairs.

Suggested answers

A variety of answers are possible, including the following:

- 5 and 6 are both 1st conditional.
- 4 and 7 are both 2nd conditional.
- 2 and 3 are both 2nd conditional, used to try to persuade the listener to do something (in 2 by giving advice, in 3 by complaining about the listener's behaviour).
- 4 is a mixed 2nd and 3rd conditional.
- 3 and 4 refer to things which are not happening in the present but which the speaker would like to be happening.
- 1, 4, 8 and 9 all talk about the past or make a reference to it.
- 5, 6 and 7 all refer to future possibilities and what might happen if they occur.
- 5 and 7 both ask for an opinion about a future possibility.
- 10 is not conditional – it uses *would* to talk about past habit.

- 2 Ask students to look at the example and say whether it is 2nd, 3rd or mixed conditional. (Answer: It's a mixed conditional.) Ask why the first verb is 3rd conditional (Answer: It refers to past time), why the second verb is 2nd conditional (Answer: It refers to present time) and why it's continuous (Answer: It refers to something happening now). Tell students to be alert to whether they need a mixed conditional and whether they need a simple or continuous form of the verb in each part of the sentence.

Answers

2 wasn't/weren't rushing, would be 3 wasn't/weren't, would probably have reached / probably would have reached 4 would try, was/were, would have 5 were, would carry 6 wouldn't have happened, had been concentrating / had concentrated 7 would ever abandon, was/were travelling 8 would like, will show

- 3 Tell students they should look out for these mistakes in their own speaking and writing.

Answers

2 ~~send~~ would send 3 (possibly) ~~will not~~ do not, ~~am~~ will be 4 ~~stand~~ be standing 5 ~~won't~~ wouldn't 6 ~~would~~ will 7 ~~will~~ would 8 ~~have travelled~~ travel

- 4 To get students started, suggest a time you would like to travel to and get their reactions to the idea.

This may be a suitable moment to do the photocopiable activity on page 109.

Speaking Part 1

- 1 Remind students that in the exam the questions are designed to see how well they manage a variety of different tenses and verb forms, so they should pay careful attention to how the questions are formulated and choose appropriate tenses to answer them.

Suggested answer

All except 3 and 7

Extension idea Ask students to work in pairs and think of extra advice for doing the Speaking paper. Write on the board:

Advice for doing the CAE Speaking paper

Before the exam:

Body language:

During the exam:

Tell students to make notes while they discuss in pairs. When they have finished, they present their ideas to the rest of the class, who then discuss which ideas are the most useful.

- 2 Tell students that it's a good idea to express interest and enthusiasm when answering questions in Speaking Part 1 – to answer questions openly and confidently rather than defensively.

Answers

- 1 Thea: 6 Archie: 4 Nina: 1 or 8 2 Thea and Nina
 3 No, because sometimes they're describing reality rather than an imagined situation or event.
 4 Nina – wonderful, such a lovely area, fabulous, great, I'd really love that, the chance of a lifetime. She also shows enthusiasm through her intonation.
 5 They use their own vocabulary – this shows range of vocabulary, knowledge of synonyms, understanding of the question, confidence with English.

Recording script CD2 Track 15

- Thea: Well, it depends where to. I'm certainly not afraid of taking risks for a bit of excitement and I get a real buzz from a bit of danger. But it would have to be a journey to somewhere interesting, somewhere that was worth visiting. I wouldn't want to do it just for the excitement.
- Archie: Well, it certainly helps with the day-to-day problems like buying tickets, getting information and so on. But I'd say it's generally better to try to speak the local language if you can, because then you can get to know people, talk to them on their own terms, and that's when real communication starts happening. On the other hand, you can't learn the language of every country you want to visit, and in those cases English is definitely better than nothing.
- Nina: Normally I go to the Scottish Highlands for a couple of weeks in the summer, which is wonderful, it's such a lovely area, but the chance to go further afield and have some completely different experiences, well, for example to spend two or three months travelling round Africa, would be fabulous. It'd be great to see some of those places you only normally see on television, for example the Ngorongoro Crater or the Kruger National Park. I'd really love that. It'd be the chance of a lifetime!

- 3 When students have finished, ask them to give each other feedback on what they did well when answering the questions, and what things they could improve. If you did the Extension idea in Exercise 1, ask them to take into account the advice they thought of there when they are giving feedback.

Reading Part 3

- 1 Students should do this exercise in pairs.

Answers

- 2 F – you have about 18 minutes. 3 T 4 T
 5 F – there must be evidence in the text to support your choice.

- 2 As a warmer Ask students:

- Do you ever read travel books?
- What is enjoyable or interesting about reading travel books?
- Can anyone recommend a travel book they've read to the rest of the class?

Biographical note

Paul Theroux, who wrote *Dark Star Safari*, is best known as a travel writer and novelist but before he turned to writing full-time he taught English in Italy, Malawi and Uganda. His novels include *The Mosquito Coast*, which was later made into a film.

Extension idea Ask students to name four essential items they would take with them on a long journey apart from obvious ones like a passport, clothes and money. Ask them what things they would miss while they were making the journey.

3

Answers

Any or all of these reasons: to disappear, to break out of his predictable routine, to be inaccessible / unobtainable / out of touch; also for pleasure, for untold tales, hope, comedy and sweetness, to wander the hinterland, for revenge for being kept waiting, to get away from domestic life and modern technology, in the spirit of discovery

Extension idea Ask students how Theroux's attitude to travelling is different from or similar to their own.

- 4 Remind students to follow the procedure suggested in the Exam round-up.

Answers

- 1 A 2 D 3 A 4 C 5 B 6 D 7 C

Notes

- 1 A I wanted the pleasure of being in Africa again. Feeling that the place was so large it contained many untold tales and some hope and comedy and sweetness too, I aimed to reinsert myself in the bundu, as we used to call the bush, and to wander the antique hinterland. There I had lived and worked, happily, almost forty years ago

2D They had a new national flag, they had just gotten the vote, some had bikes, many talked about buying their first pair of shoes. They were hopeful, and so was I

3A Out of touch in Africa was where I wanted to be.

4C Travel in the African bush can also be a sort of revenge on mobile phones and fax machines, on telephones and the daily paper, on the creepier aspects of globalisation that allow anyone who chooses to get their insinuating hands on you.

5B I was a sitting duck in this predictable routine: people knew when to call me, they knew when I would be at my desk.

6D in my domestic life things had begun to get a little predictable, too – Mr Paul at home every evening ... 'I made spaghetti sauce ... I seared some tuna ... I'm scrubbing some potatoes ...' The writer in his apron, perspiring over his béchamel sauce, always within earshot of the telephone. You have to pick it up because it is ringing in your ear.

7C I am outta here, I thought. The next website I visit will be that of the poisonous Central African bird-eating spider.

Extension idea Ask students: Paul Theroux suggests in this text that mobile phones and email have not improved the quality of his life. To what extent is that true for you as well?

Vocabulary

in and on to express location

As a warmer Ask students if they have problems with using the prepositions *in*, *on* and *at*. Tell them to work in pairs or small groups and write down some rules for using *in*, *on* and *at* for location. They then do the exercise.

Answers

2 in 3 on, at, in 4 at, at 5 at 6 in 7 on

Ask students to compare the rules they wrote when doing the warmer in Exercise 1 with the rules here. Then go through the Grammar reference on page 160 with them.

Answers

b on (7) c on (3) d in (1, 2, 6)

Extension idea Tell students that they should look out for these kinds of mistake when speaking or writing and correct them.

Answers

2 at on 3 of in 4 at in 5 at on 6 at on
7 at in 8 in on 9 at on 10 to in

Use of English Part 2

1 As a warmer With books closed, ask students to work in small groups and to think of advice for how best to approach Use of English Part 2. Get feedback from the whole class and then discuss which pieces of advice are the most useful. They then do the Exam round-up.

Answers

2 12 3 'grammar' 4 general idea 5 before and after 6 every question 7 spelled 8 the completed text 9 makes sense

2 Extension idea Ask students to work in small groups. Tell them they are organising a virtual travel website where people can travel to one place online. Ask them to decide what place this will be and what people will be able to do there. When they have finished, ask one student from each group to present their ideas to the rest of the class.

3 Give students a maximum of two minutes to do this.

Answers

1 They tried *Googling* it on the Internet, but they finally found it through an island broker.
2 To avoid what had happened to other Fijian islands, i.e. hotel complexes and marinas.

4

Answers

1 for 2 on 3 go/set 4 else 5 all 6 whose
7 until 8 who 9 enough 10 have/take
11 soon 12 One 13 had 14 what 15 a

5 Ask students: Many islands are popular holiday or travel destinations. What makes islands particularly attractive to travellers and holiday-makers?

Extension idea Ask students to work in groups. Tell them to imagine they work for a travel magazine. The editor has told them they will have to write an article entitled: *Ten places you must see during your life*. Tell them to discuss and decide which ten places should feature in their article, and why.

Writing Part 2

A contribution to a longer piece

- ① **As a warmer** Ask students if the places where they study or work produce an information booklet for visitors, new students or new employees. Ask:
- Would such a booklet be useful?
 - What sort of information would you expect to find in it?

Answers

1 No 2 local places of interest for a college information booklet – types of place and what to see there, things to take with you (e.g. special clothing), advice about the best time to visit, etc. 3 students from other countries 4 informal, personal

- ② Give students two or three minutes for this.
- ③ Tell students to think of questions to ask when each of the people in the group finishes speaking.
- ④ **As a warmer** Ask students:
- Do you enjoy visiting historic houses and monuments? Why (not)?
 - Why is it important to preserve and visit our historical heritage?

⑤

Answers

1 Yes 2 *Old Sarum*: binoculars and a warm jacket; *Wilton House*: a picnic 3 It's divided into sections with a short introduction. 4 The reader is addressed as *you*. 5 *Suggested answers*: use of *you*, contractions, choice of vocabulary, e.g. *spot* instead of *location*, *pick* instead of *choose*, use of informal punctuation such as exclamation marks 6 *Students should underline*: well worth, spectacular, unusual, atmospheric, great, superb, splendid, grandest, amazing, attractive, world-famous, excellent, reasonably priced

- ⑥ **Alternative treatment** If your students come from different areas or countries, adapt the task. Tell them that your college is producing a booklet written by students for their fellow-students called *Great places to visit around the world*, and that each of them has been asked to contribute with information about two places from the area they come from. Photocopy their contributions and collect them into a booklet for the whole class to read.

For more on writing information sheets, you can refer students to page 173 (Writing reference – Contribution to a longer piece).

Unit 11 photocopiable activity:

The Travel Show

Time: 45–60 mins

Objectives

- To practise short formal presentations
- To talk about aspects of travel
- To practise conditionals (with two of the topics)

Before class

You will need one photocopy of the activity page for each student. If you can, bring in a recording device with a microphone to make the activity as authentic as possible.

In class

As a warmer Ask students:

- Have you ever taken part in a radio or television programme?
- Do you watch / listen to travel documentaries?
- Would you like to visit the places you hear about in these documentaries?

- ① Ask students to read the letter and underline the **main** points. You can suggest or elicit different formats for how the ideas can be presented in a radio programme, e.g. an interview, a panel discussion, a short documentary report (with or without interviews), a dramatised story, etc. Students then decide:

- who they want to work with (you can leave them fairly free to form their own groups and decide how many people they need in their groups)
- which topic they want to deal with and how. If they have another topic they would prefer to deal with, this can also be considered. Note: if all your students come from the same area/region, make sure only one group chooses either *A great day out in my area* or *A place in my region every visitor should see*.

Tell students that when they make the radio programme itself everyone should have a role and speak during the programme.

- ② Encourage your students to work from notes rather than a complete script when they prepare their feature. This may take 20–30 minutes.
- ③ Allow students to rehearse (or do several takes) before making the definitive recording.

Extension idea If you and your students feel the result warrants it, you may be able to upload the recorded programme onto your college's website.

The Travel Show

An English-language radio station has asked students at your school/college to broadcast a programme for their series *The Travel Show*. Read the letter from the programme's producer.

Dear ...

We're planning to produce a programme in our series *The Travel Show* featuring the ideas and experiences of students studying English in your area. Ideally the programme will be written and presented by the students themselves. Do you have a class which would be willing to participate in this project?

Here are a few ideas for features which we could include in the programme:

- A great day out in my area
- An unforgettable journey (*this could be an account of a journey you have made or someone you know has made*)
- A place in my region that every visitor should see
- My holiday disaster and how I could have avoided it (*you can tell us about a holiday where something went wrong – you lost your passport, for example*)
- My dream trip (*the place(s) you would go if you had the opportunity*)
- If you'd visited my region a hundred years ago ... (*what travellers to your region would have experienced if they'd gone there a hundred years ago*)

We're happy to receive contributions from individual students and also from pairs or groups of students if they prefer to work in this way.

We'd like the students to record their features so that we have an idea of what their voices sound like, how good their English is (it needn't be perfect!) and how long each feature will be. We would suggest that for individual students a contribution of one minute is enough, but if they are making a joint contribution, two to three minutes would be fine.

We'd be delighted if your students were willing to take part in this series and we look forward to hearing from you.

Yours sincerely,

Andrea Zapper

Your class has decided to participate in this series. Decide on the following:

- Which of the features mentioned in Andrea's letter would you like to focus on?
- Who would you like to work with – or would you prefer to work alone?
- What information can you include in your feature?

Make notes on what you are going to say for your feature on the radio programme.

One or two students in the class should take the role of programme presenter(s). They should

- find out what features students in the class are preparing
- decide in what order each of the features should occur
- write a brief introduction to the programme and links between the features so that the whole programme goes smoothly.

Finally, use a recorder and record your travel programme.

Wordlist

Unit 11

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completecaae).

at your earliest convenience *pp* (110) as soon as you can

be out of touch *pp* (112) to not speak to, write to, email, etc. someone for a period of time

be better than nothing *idiom* (RS) used to say that although something is not very good or not very much, it is only slightly helpful in a situation

be thoroughly sick of *adjp* (112) INFORMAL extremely bored with or annoyed about something that has been happening for a long time

be well worth doing *vp* (116) to be very useful or enjoyable to do/see/try, etc.

call sth off *v* [T] (109) to decide that a planned event or activity will not happen because it is not possible or wanted now

the chance of a lifetime *np* (RS) an opportunity to do something very special that you only get once in your life

day-to-day *adj* (RS) happening every day as a regular part of your job or your life

disappear without a trace *vp* (113) to disappear completely

drop out *v* [I] (113) to stop working and doing the things that most people do because you do not want to be part of society any longer

the first hurdle *np* (115) the first problem that you have to deal with in order to make progress

for a while *pp* (110) for a period of time

get your hands on sb/sth *vp* (112) to find someone or something

go further afield *vp* (RS) go further away

impose deadlines on sb *vp* (113) to force someone to do things by a particular time

in advance *pp* (RS) before a particular time

live sth down *v* [T] (RS) if you say you will never *live something down*, you mean that it is an embarrassing experience that other people will not let you forget

make it *idiom* (RS) to be successful in the work that you do

off the beaten track *pp* (RS) in a place where very few people go, far from any main roads or towns

on the basis of sth *pp* (115) used for giving the reason for something, e.g. using only a handshake to agree on something

pay up *v* [I] (109) INFORMAL to give someone all of the money that you owe them

put sth off *v* [T] (109) to arrange to do something at a later time

put sb on hold *vp* (112) to make a person wait to speak to someone on the telephone

set sth out *vp* (116) to arrange a number of things in a particular way

sitting duck *np* (113) someone who can easily be found, hunted, attacked or tricked

be steeped in sth *vp* (116) If something or someone is *steeped in something*, they are completely surrounded by or involved in it, or they know a lot about it

stick around *v* [I] (113) INFORMAL to stay somewhere for a period of time

talk to sb on their own terms *vp* (RS) talk to someone in a way that they understand

think you know best *vp* (110) to think that you are right in your judgements and opinions

within earshot *pp* (113) close enough to hear something

wrap up *v* [I] (109) to dress in warm clothes

PROGRESS TEST Units 8–11

1 Complete the sentences below using one word from the box. There are more words than you need.

non-existent up-market long-term labour-saving in-depth mind-blowing hand-held

- 1 The fact that we have more free time nowadays than two generations ago is largely due to the popularity of devices such as washing machines and dishwashers.
- 2 What will be the effects of an obsession with fame and celebrity on our culture?
- 3 What amazes me about devices such as mobiles and iPods is that the smaller and lighter they get, the cleverer they seem to become.
- 4 Weekdays see thousands of cars blocking up our streets, yet traffic jams on Sundays are almost
- 5 I went bungee-jumping for the first time recently, and I have to say it was the most experience I've ever had, and I can't wait to do it again!

(5 marks)

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

- 1 I found it impossible to understand the contract the first time I saw it.

SENSE

The first time I saw the contract, I it.

- 2 I did take a map with me, but in the end I didn't need it, as the route was very clearly signposted.

TAKEN

I with me because the route was very clearly signposted.

- 3 We didn't manage to get any information about the artist before seeing her exhibition.

UNABLE

We out about the artist before we saw her exhibition.

- 4 It's pointless to go further away, because we'll just have a long journey back.

POINT

There's afield, because we'll just have a long journey back.

- 5 Everybody apart from Bob chose the cheesecake for dessert.

WENT

With the exception the cheesecake for dessert.

(10 marks)

- ③ Use the word in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

St Anthony's: a world-class university	
St Anthony's University is one of the UK's foremost (0) <i>educational</i> institutions, and is set in one of its most (1) towns.	EDUCATION HISTORY
At St Anthony's, we enjoy a well-deserved (2) not only for our (3) high standards in research and for the quality of our tuition, but also for the active social life we provide for our students. This explains why we receive thousands of (4) every year from prospective students, keen to pursue their undergraduate, postgraduate or (5) studies with us.	REPUTE EXCEPT
And according to our research, our students are more likely to find gainful (6) within the two months following (7) than students from any other UK university!	APPLY DOCTOR
We offer a range of options for studying full- or part-time, which gives our courses the necessary (8) to suit your needs.	EMPLOY GRADUATE
St Anthony's is not just a great place to study – it's also a fantastic place for students to (9) , with a wide range of sporting and non-sporting (10) for students to choose from.	FLEXIBLE SOCIAL ACT

(10 marks)

- ④ Choose the correct alternative (A, B, C or D) which completes the sentences below.

- There are two or stunning beaches in the area.
A one B three C less D a lot of
- We don't have any of the documents for him, so it's almost as if he had disappeared without a
A guess B clue C hint D trace
- I live the fifth floor of a block of flats.
A at B in C on D over
- It wasn't long before we came to the first : how to raise the money we needed.
A hurdle B jump C stumps D fall
- They have broken a lot of promises over the three years.
A recent B last C current D former

(5 marks)

PROGRESS TEST Units 8-11

5 Use the words in brackets to complete the sentences below. You must put the words in the correct tense and order.

- 0 I *have never forgotten* (forget / never) the day I saw my baby daughter for the first time.
- 1 My father (teach me / how / swim) when I was nine.
- 2 I (tell you / 1000 times / not / exaggerate)! Will you please stop it!
- 3 Opera (appeal / me / never), but I've always loved other kinds of music.
- 4 You're the only one who said anything, so I wouldn't know about it if you (mention / it / me / to / not).
- 5 What do you think is the best way (go about / look for) work?
- 6 If I were you, I (wrap up) warmly – it's freezing outside.
- 7 I thought we (agree / talk / never) about it again.
- 8 I (concentrate / improve / on) my spoken French at the moment.
- 9 It's a great book – you can borrow it once (I / finish) it.
- 10 I'm hopeless with computers, but I (like / be able / use) one.

(10 marks)

- ⑥ Read the text and think of the word which best fits each gap. Use only one word in each gap.

The Paulina Jeffrey column

I have a confession. I can't stand computers. A total waste of time if you ask me. After all, our grandparents and great grandparents coped all right (1) them, didn't they? Now I know I'm not typical by any means here, but I really hate them, (2) contrast to probably all my peers, who seem to enthusiastically lap (3) every innovation that comes along.

I've heard all the counter-arguments of course. The Internet is the wonder of our age and as it's still in (4) infancy, it's only going to get better. Yeah, yeah. Well, I can accept that email, social networking sites, (5) engines and so on are all very clever, but frankly they bore me, and there's nothing I want to do less (6) I come home from work than stare at a computer screen again.

Now you might think this is rather odd coming from someone with a degree (7) Computer Science (it's true!), but they honestly leave me cold. At the risk of sounding very old-fashioned, I really do think that people are being transformed by technology (8) unthinking automatons as (9) result of the developments in IT. I'm convinced that people play less sport now than they used to, and that they make more contact (10) people online than with people in the flesh.

(10 marks)

Unit 12 The living world

Unit objectives

- **Reading Part 2:** identifying key ideas in paragraphs, identifying linking devices
- **Writing Part 2:** writing an information sheet, producing clear factual information or advice, organising information clearly
- **Use of English Part 3:** building words from root words, using prefixes and suffixes
- **Listening Part 2:** predicting the kind of information missing from gapped sentences
- **Speaking Part 3:** choosing appropriate vocabulary, using compound nouns
- **Grammar:** nouns and articles
- **Vocabulary:** word formation, prepositions following verbs

Starting off

- 1 As a *warmer* Ask students: What particular environmental issues are important in your country at the moment?

For questions 1–3 you may want to check that students understand these words and phrases: *wind power complex* (A) – a collection or group of wind turbines; *bronchitis* (C) – illness of the lungs which affects breathing; *toddlers* (C) – young children who are learning or have just learnt to walk; *Britons top table* (D) – British people are at the top of the list; *Northwest Passage* (F) – sea route through the Arctic Ocean, which connects the Atlantic and Pacific Oceans.

Answers

- 1 A and F
- 2 *Suggested answers:* A green energy / alternative sources of energy / greenhouse gases B animal conservation / protection of endangered species C effects of pollution on human health D pollution / greenhouse gases / global warming E energy conservation F climate change / global warming
- 3 A and B

- Headlines written by students could be displayed around the classroom or as part of a PowerPoint presentation.

Reading Part 2

1

Answers

2 is one 3 synonyms 4 gapped text

- 2 These questions could be the basis of a whole-class discussion.

- 3 At this stage, students should read the core text without trying to add in the missing paragraphs.

Answers

- 1 1 The article does not explain exactly how parrots learn, but does give these suggestions for why parrots have the ability to speak: their intelligence has evolved, they can 'vocalise' words, they live a long time so have time to learn. 2 Yes – see paragraph 6. 3 No others are mentioned (primates, e.g. chimpanzees, can communicate but can't speak).
- 2 The photos show the parrot communicating with Dr Pepperberg and choosing letters.

4

Answers

1 D 2 G 3 C 4 E 5 A 6 B

Notes

- 1 D it had originally been thought, only primates could master. (end of paragraph 1) – Early studies of linguistic ability in apes (start of paragraph D); the idea of teaching chimps sign language (paragraph D) – Their assumption was that chimpanzees might be able to understand ... sign language (paragraph 2)
- 2 G a brilliant insight to turn this human-centricity on its head (paragraph 2) – This rather novel approach (paragraph G); one of the best-known double acts in the field of animal-behaviour science (paragraph G) – Dr Pepperberg and Alex (start of paragraph 3)
- 3 C Do parrots actually understand what they are saying? (end of paragraph 3) – Dr Pepperberg's reason for suspecting that they might (start of paragraph C); A British researcher called Nicholas Humphrey (paragraph C) – according to Dr Humphrey (paragraph 4)
- 4 E only social animals can be intelligent (paragraph 4) – However, not all animals which live in groups are social animals (start of paragraph E)
- 5 A Alex looked a promising experimental subject. (end of paragraph 5) – And so it proved (start of paragraph A)

6 B Dr Pepperberg or her colleagues. (end of paragraph 6) – And the fact that there were a lot of collaborators (start of paragraph B); the ‘Clever Hans’ effect ... a horse that seemed to count, but was actually reacting to unconscious cues from his trainers (paragraph B) – There are still a few researchers who think Alex’s skills were the result of rote learning rather than abstract thought (start of paragraph 7)

- 5** Students can exchange ideas in pairs/groups before class discussion.

Vocabulary

Word formation

- 1** Exercises 1–3 give students extra practice in word formation based on words from the article. Encourage them to make lists of related words in articles like this and in other texts they read.

Answers

apology; communication, communicator;
conclusion; description; performance, performer;
prosperity; suspect, suspicion

2

Answers

assume, behave, combine, evolve, explain, respond

- 3** When students have understood this stress pattern, ask them to repeat the following short sentences:

Some researchers sus'pect Alex.

Alex is the prime 'suspect.

Ask students to read out their pairs of sentences, correcting the stress if necessary.

Possible answers

They say the price of oil is going to *in'crease*.
There was a significant *'increase* in rainfall last year.

Many countries *ex'port* goods to other countries.
There was a fall in the value of our *'exports* last year.

If students do well in the test, they can *pro'gress* to the next level.

I think I'm making good *'progress*.

The chief of police expects people to *re'bel* against the recent rise in taxes.

He's always been a bit of a *'rebel*, even when he was a small child.

Grammar

Nouns and articles

- 1** Check that students are familiar with the terms *countable/uncountable nouns* (they may know them as *unit/mass nouns*) and elicit a few examples. Ask: Do you know any nouns that can be countable or uncountable in different contexts? If students are not clear, spend a little more time before moving on to Exercise 1. Write these sentences on the board and ask students to say what the underlined nouns mean and whether they are countable or uncountable.

- *Chairs are made of wood.* (Answer: uncountable)
There's a wood at the bottom of our garden. (Answer: countable)
- *Have you seen this morning's paper?* (Answer: countable)
I always use recycled paper. (Answer: uncountable)

On the text in Exercise 1, note that *baobab* is sometimes written with a capital *B*. However, names of trees are normally treated as common nouns, e.g. *oak, birch*, etc.

Answers

singular countable nouns: elephant, plant

plural countable nouns: trees, elephants, years

uncountable nouns: bark, skin, tissue

uncountable nouns that could be countable in other contexts: skin, tissue (*a skin* = the whole covering of an animal [also known as a *pelt*], especially when it is used for something when the animal is dead; *a tissue* = a paper handkerchief)

proper nouns (names): Africa, Earth

2

Answers

1 **a** a part of a bar of chocolate **b** a small individual chocolate – probably from a box

2 **a** a meat from a chicken **b** the birds themselves

3 **a** the taste or the drink in general **b** a cup of coffee

4 **a** a mass of hair **b** a single strand of hair

5 **a** the substance **b** different types of cheese

- 3** **As a warmer** To revise the basic difference between *a/an* and *the*, write these two sentences on the board and elicit the difference in meaning:

When was the last time you drove a car?

When was the last time you drove the car?

Establish that the indefinite article *a* refers to *any car*, whereas *the* refers to a particular car that both the speaker and the listener know about.

Answers

2 a 3 a 4 a 5 Ø, Ø, Ø 6 the 7 a 8 the

Answers

(The numbers 1–8 refer to the sentences in Exercise 3.)

1 1b 2 2a 3 2d 4 2c 5 3b, 3b, 3a 6 1a 7 2b
8 1d

- 5 There are two possible answers to some of the items in this exercise, depending on the meaning intended. In these cases, explanations are given below in the answer key.

Answers

2 a 3 the 4 a 5 Ø 6 the 7 the 8 Ø (grass in general) or the (particular grass which was near a cliff) 9 a 10 a 11 The (the particular experts already referred to) or Ø (experts in general) 12 the 13 the 14 Ø 15 the 16 Ø 17 Ø (any tigers / tigers in general) or the (the particular tigers that this article is about) 18 Ø 19 the (the species) or a (a single specimen of the species) 20 an

Answers

2 You should get *the/a* job even though you haven't got ~~the~~ *a* degree in marketing. 3 This report aims to describe *the* advantages and (the) disadvantages of green taxes. 4 Students can access *the* Internet in their classrooms and *the* college library. 5 Society needs to provide affordable accommodation for *the* homeless. 6 ~~A~~ *The* most important thing is to get people talking about the issues. 7 Tokyo is *a* the capital of Japan. 8 Nowadays ~~the~~ technology is everywhere.

When students have finished the exercise, go through the Grammar reference on page 161 (Articles) with them.

Listening Part 2

- 1 Ask students to work through these Exam round-up questions individually before comparing answers with a partner.

Answers

2 F – no more than three words will be missing from each sentence. 3 T 4 T

- 2 As a warmer Ask students about climate change:

- What causes it?
- What are its results?
- What dangers are associated with it?
- What should we do about it?

Now ask them to discuss questions 1–3 about the Inuit people. Don't give answers at this stage – these will be supplied by the recording.

- 3 Play only track 16, which is an introduction to the main part of the recording in Exercise 4.

Answers

1 Students' own answers 2 Resources for food: aquatic mammals such as seals, walruses, and whales Other resources: stone (for houses), wood, animal skins, snow 3 Students' own answers

Recording script CD2 Track 16

Presenter: The Inuit, or Eskimo people, live in the Arctic and sub-Arctic regions of Siberia, Greenland and Canada. Altogether there are more than 100,000 Inuit, most of whom live near the sea, hunting aquatic mammals such as seals, walruses, and whales. European whalers, who arrived in the latter part of the nineteenth century, had a strong impact on the Inuit. They brought their religion but they also brought their infectious diseases, diseases to which the Inuit had no immunity and which, as a direct consequence of this, reduced the population in some areas.

In the past, the Inuit had several different forms of traditional housing. In Greenland, they often lived in permanent stone houses. Along the shores of Siberia, they lived in villages made up of wooden houses. Summer housing for many Inuit was a skin tent, while in the winter igloos, houses made of snow, were common. Wherever they live today, the Inuit are involved in the modern world. They have wholeheartedly adopted much of its technology, as well as its clothing, and the design of their living spaces. Their economic, religious and governmental institutions have also been heavily influenced by the cultures of their near neighbours in Europe and America.

- 4 As students listen to the main part of the recording, they should make a note of any of the ideas they mentioned in the pre-listening activity.

- 5 Give students time to read through the gapped sentences before playing the recording again.

Answers

2 (physical) changes 3 (daily) weather markers / messages / signs 4 robin 5 (strong) scientific evidence 6 coastlines 7 traditional knowledge 8 adapt

Recording script CD2 Track 17

Presenter: In today's edition of *World View*, Professor of Environmental Science Toby Moore outlines some of the problems facing the Inuit communities of the Arctic. Professor Moore.

Professor Moore: Thank you very much. I suppose it would be true to say that, in today's world, most of us, most educated adults at any rate, are aware of global warming and climate change. But how many of us living in modern cities, cities with a seemingly inexhaustible supply of electricity into our homes and places of work, cities that are full of shops that are simply brimful with consumer goods ... how many of us are actually affected by these phenomena in our daily lives? The Inuit, however, are being affected in a very real way,

on a daily basis, by a frightening array of physical changes they see and feel around them. They see icebergs melting, tides changing, and notice the thinning of the polar bear population. They see how the daily weather markers on which they have relied for thousands of years are becoming less predictable as their fragile climate changes. In the past, if there was a ring around the moon, it meant a change of weather in the next few days – it was one of nature's messages to the Inuit hunters. Now such signs mean nothing.

But these are just the most immediately visible signs of the changes taking place. Talk to the Inuit elders and hunters who depend on the land and you will hear disturbing accounts of deformed fish, diseased caribou, and baby seals left by their mothers to starve. In the last year or so, robins have appeared where robins have never been seen before. Interestingly, there is no word for 'robin' in the Inuit language.

These feelings are not simply based on Inuit superstition; there is increasingly strong scientific evidence that the Arctic, this desert

of snow, ice and killing cold wind, is thawing. Glaciers are receding; coastlines are eroding; lakes are disappearing. Autumn freezes are coming later and the winters are not as cold.

For years, what the Inuit elders and hunters understood about the Arctic climate, known as 'traditional knowledge', was largely disregarded by the Western world. It was often dismissed as anecdotal and unreliable by scientists who visited the area with their recording devices and their theories. Some even viewed the Inuit as ignorant about a land which they have inhabited for thousands of years. But more recently, scientists have begun paying attention to what the Inuit are reporting. According to geophysicist George Hobson, traditional Inuit knowledge was just waiting to be passed down. He says this deep knowledge and understanding of the land and its wildlife have enabled the Inuit people to survive in the harsh Arctic environment.

For thousands of years, the Inuit have lived by rules that require them to respect animals and the land. They have adapted to the cold climate as they hunted seals, walrus and whales. Siloah Atagoojuk, an elderly Inuit woman who lives in the city of Iqaluit, does not want to pretend she knows more than anyone else – nor does she try to blame anyone for the change in her environment. She is simply worried. Her world is not as it used to be and her people may not be able to adapt to it. She says that the Inuit have known all along that there would be a time when the Earth would be destroyed or would destroy itself. She believes that this process has begun.

I believe that it is now up to our governments to show Siloah and her people that we can slow or even reverse this process.

Vocabulary

Prepositions following verbs

1

Answers

2 on 3 on 4 into 5 to 6 for

2

Answers

2 in on 3 on in 4 in on 5 in on 6 with to 7 in on 8 for to

Speaking Part 3

- Ask students to work through these statements, choosing the correct answers, before comparing their choices with a partner. As you check students' answers, discuss any issues arising out of this round-up.

Answers

- 2 set of pictures 3 three minutes 4 more
5 need not

- As a **warmer** Ask students: What is the most worrying environmental problem in your town/city/region/country at the present time? Discuss ideas as a whole class.

Answers

- 1 *photo 1*: forest fires *photo 2*: drought conditions
photo 3: flood damage *photo 4*: air pollution
photo 5: rainforest clearance *photo 6*: fossil fuel consumption
- 2 *Suggested answers*: *forest fires*: arson, carelessness, discarded cigarettes; *drought conditions*: global warming, burning of fossil fuels; *flood damage*: climate change, global warming; *air pollution*: vehicle exhaust fumes, heavy industry, factory emissions; *rainforest clearance*: wood used for timber, land used for grazing animals; *fossil fuel consumption*: population growth, increase in number of vehicles

- Ask students: What are the key points you need to include when doing this task? (*Answers*: a description of the effect of each threat on people, a decision about which is the greatest future threat.)

Answers

- 1 They mention some effects of forest fires, drought, air pollution and fossil fuel consumption, but not of floods or rainforest clearance. (Rainforest clearance is not mentioned at all.) 2 They do not decide which threat poses the greatest risk. The male speaker mentions drought and air pollution; the woman mentions drought, flood and finding an alternative to fossil fuel.

Recording script

CD 2 Track 18

Woman: Well, this one's quite relevant because it's been in the news recently – it's forest fires over in the States, and I think it shows the threat of global warming – which is going to be a big problem. What do you think?

Man: You've also got flood damage, which is something that we're seeing now in different parts of the world.

Woman: That's true.

Man: And the opposite, of course – drought conditions as well.

Woman: Well, that used to just be in Africa but I think these days we're more worried about it in Europe – I mean, do you remember that thing a few years ago when all those people died in the heatwave?

Man: That's very true, yeah. What about air pollution as well, which is obviously on the minds of many politicians at the moment, but that's going to affect us perhaps more in the long term than now.

Woman: Well, it already does, doesn't it? Think about how many more people there are now with allergies and skin problems.

Man: Very true – and fossil fuel consumption, erm ...

Woman: The price of oil these days ...

Man: And the global tension that that's causing as well.

Woman: True – that's very worrying. So, which one do you think is going to be the biggest threat?

Man: I think it's going to be drought conditions in the short term and air pollution perhaps in the longer term.

Woman: Do you think so? You could be right. Maybe either drought or floods – one of the two related to climate change. And I think we really do need to find an alternative to oil – that's going to be a real problem.

- 4 Students now work on the exam task, using the same photos. Monitor their conversations to check that they avoid some of the mistakes in the conversation they have just heard. Don't worry if they do not use many of the compound nouns listed.

Extension idea Ask students to write a summary of their conversations using some or all of the compound nouns.

Use of English Part 3

- ① Remind students to refer back to these Round-up boxes when they are preparing for the exam.

Answers

2 F – it tests knowledge of vocabulary and word-building.

3 T 4 F – adding a prefix does not change the spelling, but adding a suffix often does.

- ② This exercise builds on the Use of English sections of Unit 2 and Unit 8 and reminds students how words may be formed by the use of prefixes and suffixes.

Suggested answers

help *nouns*: help, helper, helpfulness, helplessness; *verb*: help; *adjectives*: helpful, unhelpful, helpless; *adverbs*: helpfully, unhelpfully, helplessly

know *noun*: knowledge; *verb*: know; *adjectives*: knowledgeable, knowing, unknowing, unknown, unknowable; *adverbs*: knowledgeably, knowingly, unknowingly

move *nouns*: move, movement, removal; *verbs*: move, remove; *adjectives*: moving, unmoved, movable, immovable; *adverbs*: movingly, movably, immovably

nation *nouns*: nation, nationality, nationalist, nationhood; *verbs*: nationalise, denationalise, renationalise; *adjectives*: national, international, multinational; *adverbs*: nationally, internationally

③

Answers

1 finding 2 extinctions 3 disappearance
4 environmentalists 5 creatures 6 clearance(s)
7 determination 8 national 9 reduction
10 currently

- ④ **Alternative treatment** If students are all the same nationality, this could be done as a whole-class discussion.

Suggested answers

1 *Students' own answers* 2 Set up conservation areas to protect natural habitats, breeding areas and sources of food; prevent further destruction of natural habitat; give legal protection to animal species by outlawing hunting; keep breeding pairs in zoos.

Writing Part 2

An information sheet

- ① First, ask students to read through the Exam information on page 125 and answer any queries they may have. For Exercise 1, monitor students' discussions, which are intended to provide context when they come to write their information sheet.
- ② Make it clear to students that the sample answer is a good model for the Writing task.

Answers

1 Yes, Yes 2 Yes

- ③ Tell students that in Exercises 3 and 4 they are going to analyse the language used by the writer of the sample information sheet before writing their own.

Answers

1 present simple 2 imperatives

④

Answers

1 the fact that the college uses four times as much computer paper as it did two years ago

2 information 3 the college we work at

4 the fact that some students and staff are making unnecessary journeys by car and motorbike

5 printing out documents 6 lights and electrical equipment

Words like this are used to avoid repetition of nouns/verbs, etc. and to link sentences / parts of sentences.

- ⑤ Suggest that students choose their own layout or allow them to use the same layout as the sample.

This may be a suitable moment to do the photocopying activity on page 122.

Vocabulary and grammar review

Unit 11

Vocabulary

- ① 2 call ... up 3 stick around 4 called off 5 dropped
6 put off 7 wrap up 8 pay up
- ② 2 out of touch 3 kept waiting 4 sick and tired of
5 the whole point of 6 without a trace 7 get your hands on
- ③ 2 at 3 in, at 4 on 5 at/in, on 6 on

Grammar

- 2 If Nelson *had arrived on/in time* for his job interview, he would have got the job.
3 Veronique knows that if her computer skills *were better*, she *could have applied* for the job in IT.
4 I *would be (most/very/extremely/sincerely) grateful* if you would refund my money as soon as possible.
5 If it *had not been for Bruno's advice*, we would have gone swimming.

Vocabulary and grammar review Unit 12

Vocabulary

- 2 environmental 3 disabilities 4 knowledge
5 appearance 6 creatively 7 clarify 8 movement
2 to on 3 in to 4 correct 5 for to 6 for on
7 to on 8 correct

Grammar

- 2 an 3 Ø 4 the 5 The 6 the 7 the 8 a
2 the 3 Ø 4 the 5 the 6 the 7 the 8 Ø 9 the
10 the 11 Ø 12 the/Ø 13 the

Unit 12 photocopiable activity: Optimism or pessimism? Is there a third way? Time: 40–50 mins

Objectives

- Extensive reading practice
- Practising oral fluency
- Drawing students' attention to some commonly used phrases

Before class

You will need one photocopy of the activity page for each student. You may want to cut the page into three sections so that you can give students each part of the text separately.

In class

- 1 **As a warmer** Ask students what they think are currently the most serious environmental problems in their region or country and in the world. After a short class discussion, hand out the photocopies and ask students to do task 1. Elicit some of their answers to the questions in the first part of the article.
- 2 Allow students time to read the second part of the article, then ask them to compare their reactions with other students. Take a class vote: How many students are optimists and how many are pessimists?
- 3 The discussion about what the *third way* might be could be a whole-class activity. Students then read the last part of the article.

Extension idea Before moving on to the final discussion activity, write these expressions from the article on the board and ask students to say what they mean. Are there equivalent expressions in the students' own language(s)?

- to fight a losing battle (Part 1 line 1)
 - to save the world (Part 2 line 5)
 - a never-ending task (Part 2 line 12)
 - to do too little too late (Part 2 line 28)
 - to be on the losing/winning side (Part 3 lines 2 & 4)
 - to fight for a lost cause (Part 3 line 6)
 - to be on the right side (Part 3 line 10)
 - in the long term (Part 3 line 10)
- 4 Set up this discussion with students working in pairs or small groups. Allow time for discussion, then elicit ideas.

Optimism or pessimism? Is there a third way?

- 1 Read the first part of this article from a conservation magazine. Answer the four questions and then compare answers with a partner. How far do you agree with each other?

Are we fighting a losing battle? Is the world disintegrating before our eyes?
Are all of conservation's efforts doomed to failure? Is there any point in anything that we, as members of conservation organisations, are trying to do?

- 2 Read the next part of the article. Decide whether you are an optimist or a pessimist.

Most of us have thoughts like that from time to time. It happens to those of us who support and work for conservation organisations. What's the point? The conservation movement has been going on for a century and we still haven't saved the world.

As you read magazines like this, you will read about good deeds. You will also find tales of things that have gone wrong: forests destroyed, wetlands drained, birds persecuted. And again and again, you will read that this bird or this place will be lost unless something is done, and soon. Is there no end to it?

I'm afraid the answer is *No*. Conservation is a never-ending task. A more pessimistic viewpoint says we are wasting our time. So in this article, I am offering you a free gift: the gift of freedom! It is not freedom from care or worry, but freedom from the burden of optimism and freedom from the shackles of pessimism.

The trouble with optimism is that it is so hard to sustain. Some great thinkers on conservation have said that humans will find a solution to the problems of the

planet because we simply must; because it would be unthinkable not to. Which is fine, but it doesn't help me the next time I see a picture of a rainforest graveyard. Every time we think we might be getting somewhere, something else demands our attention. Right now, we've got climate change. Actually we've had it for ages, but most people preferred not to believe in it. Now there's a full-on global mania for doing too little too late.

Or is that too cynical a view? Perhaps we really can pull it all round: perhaps the latest crisis will clarify our thinking as never before. Some great advances have been made over the years: but it seems that for every five steps we go forward, we go six back.

Sometimes it seems that pessimism is the only rational standpoint, but pessimism is not a healthy way to live. It goes against human nature. On the other hand, cheerful optimism is harder and harder to sustain. I used to see optimism as a duty. But optimism is such a tough option, while pessimism is crushingly negative. So what do we do? Is there a third way?

- 3 What do you think this *third way* could be? Discuss ideas in pairs, then read the last part.

Indeed there is a third way. We fight on. We fight even though we might be on the losing side. That is because it is far more important to be on the right side than it is to be on the winning side. The question of whether or not conservation wins in the end is beyond our scope. The great heroes of mythology frequently fought for lost causes. They knew it was better to fight and lose on the right side than to fight and win with the enemy. The real

point of the struggle is not the winning and the losing: it's being on the right side. In the long term, we may not be able to save the tigers or the albatrosses, but we can do our best to prolong their existence. It is time to move beyond optimism and pessimism. Instead, armed with the certainty that we are on the right side, let us continue the struggle: and keep as many glorious creatures and glorious places alive for as long as we possibly can.

- 4 Discuss these questions in pairs.

- 1 Has this article changed your views? Are you still an optimist/pessimist, or do you now believe in the *third way*?
- 2 What is the writer thinking of in the following extracts?
 - a *Some great advances have been made over the years*
 - b *for every five steps we go forward, we go six back*

Wordlist

Unit 12

Abbreviations: *n*/*np* = noun / noun phrase; *v*/*vp* = verb / verb phrase; *adj*/*adjp* = adjective / adjective phrase; *adv*/*advp* = adverb / adverb phrase; *T*/*I* = transitive/intransitive; *C*/*U* = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetecae).

as a direct consequence of sth *pp* (RS) caused by something

at any rate *pp* (RS) something you say to show that you are going to say something more exactly 'I don't think they liked my idea. At any rate, they weren't very enthusiastic about it.'

back sth up *v* [*T*] (125) to make an extra copy of computer information, for example on a disk or a hard drive

bring sth to an end *vp* (118) to end something

carbon emission(s) *n* [*C*] (117) carbon dioxide and carbon monoxide produced by things such as factories or cars that burn carbon and cause pollution

climate change *n* [*U*] (121) the way the Earth's weather is changing

disregard sth/sb *v* [*T*] (RS) to ignore something/someone

email attachment *n* (125) a computer file sent with an email

evolve *v* [*I*] (118) to develop or make something develop, usually gradually

fossil fuel *n* [*C*] (123) a fuel such as coal or oil that is obtained from under the ground

have an impact on sb/sth *vp* (RS) to have an effect on someone or something

have an insight into sth *vp* (118) to start to understand something

in the long/short term *pp* (RS) during a long/short period of time from now

in response to sth *pp* (122) as a reaction to something else

in use *pp* (122) something, eg. electrical equipment that is *in use* is being used at the moment

leave a light on *vp* (125) to not turn a light off

live in fear *vp* (119) to always be afraid of or worried about something

live by the rules *vp* (RS) to live according to laws or principles which have been made by others

make progress *vp* (119) to improve and develop in skills, knowledge, etc.

on a daily basis *pp* (RS) every day

reach your full potential *vp* (118) to develop your abilities and qualities to the highest level

time-consuming *adj* (118) needing a lot of time

waste disposal *n* [*U*] (125) the way that we get rid of things that are not needed

wipe sth out *v* [*T*] (124) to destroy something completely

Unit 13 Health and lifestyle

Unit objectives

- **Reading Part 4:** identifying key ideas in questions
- **Writing Part 1:** letter writing, round-up of important points relating to all Part 1 tasks
- **Use of English Part 4:** analysing sentences to identify parts of speech required
- **Listening Part 3:** listening for key ideas
- **Speaking Part 2:** maintaining fluent and effective communication
- **Grammar:** ways of contrasting ideas, the language of comparison
- **Vocabulary:** prepositions after adjectives

Starting off

As a warmer Ask students to work in pairs to discuss what they currently do to stay healthy and keep fit, and what more they could do. Elicit some of their ideas before moving on to the questions in the book.

Suggested answers

- 1 • **Sport, etc.** *Advantages:* keeps you physically fit, helps keep heart and lungs healthy, helps prevent obesity *Disadvantages:* time-consuming, not everyone enjoys sport
- **Vaccination** *Advantage:* prevents childhood diseases *Disadvantage:* some vaccinations may cause illness in a minority
- **Rural area** *Advantages:* clean air and environment, less stressful life, less traffic *Disadvantages:* too quiet, fewer facilities, less entertainment
- **City life** *Advantages:* many facilities, more work, plenty of entertainment *Disadvantages:* pollution, poor environment, often stressful

2 & 3 *Students' own answers*

Listening Part 3

- ① **Alternative treatment** This could be done as a whole-class activity. Ask the class questions like this:
- Who thinks you hear a talk in Part 3?
 - Who thinks you hear a conversation?

Answers

2 four 3 six 4 four 5 ideas

- ② **As a warmer** Ask students to tell each other about anyone they know who has an allergy. This could be related to particular foods, medicines, plants, animals, etc. Make it clear that students need not talk about their own allergies.

Answers

allergen: a substance which can cause an allergy (= condition of the body reacting badly to something, e.g. grass, cat fur) but which is not harmful to most people

asthma: a medical condition which makes breathing difficult

immune system: the cells and tissues in the human body which enable it to protect itself against infection

pollen: a powder from flowers which often causes an allergic reaction


- ③ Get students to think about these questions as preparation for listening to the recording. Elicit a few ideas, but do not confirm or correct them at this stage.



Answers

1 Yes – there is a year-on-year increase in the number of patients visiting their doctor with asthma and various food allergies. 2 20%–30% of the population of Britain and the USA

3 air-conditioning and central heating, more and more people work in offices, dust and mould, vehicle exhaust, modern obsession with cleanliness, childhood vaccinations

- ⑤ Students consider the multiple-choice questions and options before they listen again.
- ⑥  Play the recording again and give students a few minutes to compare their answers.

Answers

1 B 2 C 3 C 4 D 5 A 6 B

Recording script CD2 Track 19

Presenter: These days we're all too familiar with the word *allergy* and phrases like 'I'm allergic to pollen or eggs or cats'. There's a general perception too that more people have allergies than in the past. Is this because the subject is getting more exposure in the media, or are we really becoming less resistant to allergens? These are just some of the questions we'll be tackling in today's phone-in programme. In the studio with me today are Dr Mary Egerton, a family doctor, and allergy specialist Dr Mohamed Bawadi to answer your questions. Our first caller today is Tim from Edinburgh. Tim, what's your question?

Q1
Tim: Hi, right, well, I suffer from hay fever, you know – I'm very allergic to grass and the pollen from certain trees – especially in the spring. The really peculiar thing is that my allergy didn't begin until I was in my mid-thirties. What I want to know is, why did I start so late, and do you think my allergy could disappear again just as suddenly, or am I stuck with it now?

Presenter: Dr Egerton, would you like to answer Tim first?

Q2
Mary Egerton: Hello, Tim. Your story is a very common one. The fact is that allergies do not discriminate – they're just as likely to affect the old as they are the young. I'm afraid they can develop at any time of life from one day to sixty years and beyond. As to whether you're stuck with your allergy, that depends. The best way to treat any allergy is to avoid contact with whatever causes the allergic reaction. Someone who was allergic to eggs would find it fairly easy to avoid eating anything containing eggs, whereas you would find it impossible to avoid all contact with grass and pollen unless you lived in a desert area or high in a mountain range.

Q3
Mohamed Bawadi: Can I just add to what Mary has said? There is now evidence from research around the world that the most common age to develop an allergy is in your late teens, so you've not done too badly, Tim.

Presenter: Our next caller is Arabella from Amsterdam in the Netherlands. What's your question, Arabella?

Arabella: Hello. I'm allergic to peanuts – so of course I've got to be really careful about foods which contain even small traces of peanuts, but what I'd like to know is whether I'm likely to pass these allergies on to any children I may have in the future.

Q4
Presenter: Thank you. Dr Bawadi?

Mohamed Bawadi: Hello, Arabella. This is an interesting question. In developed countries all children have a twelve per cent risk of developing an allergy. In your case this would rise to a twenty per cent risk. However, if the child's father also had an allergy of some kind, this risk would increase to forty per cent.

Arabella: So, what about if the father and the mother have the same allergy?

Q5
Mohamed Bawadi: Then I'm afraid there's a seventy per cent chance that the child will develop that allergy.

Presenter: Thank you, Arabella. I hope that answers your question. Just before we move on to the next caller, can I ask you both whether we are in fact seeing a higher incidence of allergies in the population than in the past?

Mary Egerton: We most certainly are. Even though we're getting better at diagnosing and treating some allergies, there is a year-on-year increase in the number of patients visiting their doctor with asthma and various food allergies. Recent research has shown that in Britain and the USA, between twenty and thirty per cent of the population suffer from some kind of allergy.

Presenter: Why is this happening, Dr Bawadi?

Q6
Mohamed Bawadi: Well, it's a complex problem. There are many theories about why more people are affected by allergies. Certain aspects of modern living are blamed by some experts. For example, the widespread use of air-conditioning and central heating, combined with the fact that more and more people now work in offices, is thought to have led to an increase in allergic reactions to dust and mould. Vehicle exhaust fumes are widely regarded as being responsible for the increase in asthma in young children. You only have to walk through the streets of a large modern

city to understand the strength of that argument. Some experts blame our modern culture for being obsessed with cleanliness, while others believe that vaccinations to protect our children from certain diseases may actually weaken their immune system and make them less resistant to allergens.

Presenter: Thank you, that's very interesting. Let's move on, we have several people waiting on the phone-in line. Let's speak to ...

- 7 For question 3, note that the most common sources of food allergies are milk, eggs, nuts, soya beans, wheat, fish and shellfish

Vocabulary

Prepositions after adjectives

- 1 As a warmer Say these sentence beginnings and ask students to finish them.

- I'm not very good ... (at painting.)
- I'm very fond ... (of swimming.)
- I'm quite keen ... (on jazz.)
- I'm not very interested ... (in how computers work.)

Correct any wrong prepositions. Students then complete the sentences with prepositions and compare answers in pairs.

Answers

2 to 3 to 4 at 5 for 6 with

2

Answers

2 correct 3 for in 4 to for 5 for to
6 for to (visitors)

Grammar

Ways of contrasting ideas

- 1 Check that students understand this task by eliciting the contrasting ideas in sentence 1.

Answers

2 but 3 However 4 Even though 5 while

- 2 **Alternative treatment** These questions could be discussed as a whole-class activity.

Answers

1 but, Even though, while 2 but 3 However
4 Suggested answers: although, though, despite in spite of (the fact that), (and) yet, Nevertheless. Even so, All the same, Still, On the other hand 5 Instead of 'whereas' in 1: but; Instead of 'Even though' in 4: Although

3

Answers

2 but 3 whereas/but 4 However 5 Although / Even though

4

Answers

Sentences 1 and 5

1 I recognised you as soon as I saw you in spite of / despite the fact we'd never met before. / I recognised you as soon as I saw you in spite of / despite (my) never having met you before.

5 In spite of / Despite the fact that I've been here twice before, I'd forgotten where the post office was. / In spite of / Despite having been here twice before, I'd forgotten where the post office was.

5

Answers

2 however but/However, 3 however even though / although / despite the fact that 4 Though However, 5 where whereas 6 While Although / Even though / Despite the fact that

6

Extension idea Ask students to each make up a sentence beginning like these and give them to other students to complete.

Speaking Part 2

Note: In this unit students do the speaking task before they hear a recorded example.

1

Answers

2 T 3 F - Correct a mistake if you make one. 4 T

2

Answers

1 They are all physical activities which people do to keep fit. 2 Students' own answers

3 Ask students to read carefully through the task and check that they understand the key points. Student A should:

- compare the activities shown in two of the photos
- comment on their effectiveness
- say why they are popular.

B has a shorter question to answer when A has finished speaking. Monitor this task, but only interrupt if students seem unsure of how to proceed. Collect points to comment on at the end of Exercise 4.

4 Now repeat the above for the second task. Key points:

- compare the activities shown in two of the photos
- comment on the qualities needed for success
- say why people want to participate.



Suggested answers

1 The woman fulfils the requirements of the given task better than the man, but although she talks coherently about why the activities are popular, she doesn't say how effective they are. She talks about her own personal preferences, which are irrelevant here as they are not part of the task.

The man talks about all three activities instead of selecting two. He doesn't fulfil the requirements of either part of the task he is set, although he does say a little about the qualities needed for rock climbing. Like the woman, he talks about his own personal preferences instead of saying why people participate in the activities.

2 *Advice to the woman:* Listen carefully to what you are asked to do. Don't be sidetracked into talking about yourself. *Advice to the man:* Select two of the photos to talk about. Listen carefully to what you are asked to do. Think for a few seconds before you start to talk. Once you have started talking, try not to pause too often.

Recording script CD2 Track 20

Woman: OK, I'm going to choose gym exercises and walking, I think, because they seem to me to be quite different. I think gym exercises are becoming more and more popular because people don't have the opportunity to go out into the countryside, especially if they live in a town – so lots of people join a gym because they think that that's a good way to keep fit. I think it's to do with time and space and not having the opportunity to walk. Whereas walking is something

you can do only if you have access to the countryside – which a lot of people don't have these days – anyone can join a gym and plan their visits to fit in with their other commitments. Personally, I prefer walking to gym exercises, which I think are dreadfully boring. Walking's more interesting because you get to see the countryside.

Man:

The three photographs here show very demanding activities. Perhaps the most physically demanding would be either rowing or cycling because you're exercising more parts of the body, but then again for rock climbing you need a certain level of physical fitness ... I've never actually been rock climbing myself, but I know someone who does it regularly and he's very fit ... I suppose if I had to choose one activity to help me keep fit, it'd have to be rowing, I think, because it works the muscles in almost every part of your body – especially your arms, legs, back and stomach ... I did it a couple of times when I was a kid and I remember it was absolutely exhausting ... Cycling on the other hand is an everyday activity you can do at any time ... and you don't need anywhere special to do it.

Reading Part 4

1

Answers

2 sometimes 3 eighteen 4 questions or statements

2 As a warmer Ask students:

- What unusual sports are played in your country?
- Have you ever seen or played any of these sports?
- How are they played?

This will work best in a multi-national class. If all students are the same nationality, ask them about unusual sports in their region, or sports that visitors from other countries would find unusual.



Answers

- 1 *Photo 1*: hurling *Photo 2*: tossing the caber
Photo 3: polo *Photo 4*: judo
- 2 *Photo 1*: outdoor, teams, men (there is a similar game for women called *camogie*), Ireland
Photo 2: outdoor, individuals, men, Scotland
Photo 3: outdoor, teams, men and women, international
Photo 4: indoor, individuals, men and women, international
- 3 *Students' own answers*

3

Suggested answers

Students should underline: 2 use of an animal
 3 traditional native sport 4 use their bodies to obstruct 5 protective equipment optional
 6 eight players 7 disapproves of players looking
 8 funding from business 9 increasing in popularity 10 not played all the year
 11 three quarters of an hour 12 pleasure and relaxation 13 ball / picked up easily 14 flat circular objects 15 holding / clothing

- 4 During this first reading, students link the article with their previous discussion of sports. By the time they have read the article once, they will have a good idea of where to find some of the answers to the multiple-matching task in Exercise 5.

5

Answers

1 B 2 C 3 E 4 D 5 B 6 C 7 A 8 E 9 D
 10 D 11 C 12 A 13 C 14 E 15 A

Notes

- 1 B The ball can be ... hit in the air or on the ground with the stick. It can also be kicked or slapped with an open hand.
- 2 C The word *pato* is Spanish for *duck*, as in the past, instead of the ball, a live duck was used inside a basket.
- 3 E *Turmeque*, a more ancient version of the sport, has been played for over 500 years by the indigenous groups
- 4 D body-checking is an integral part of the game
- 5 B a plastic helmet with a faceguard is recommended
- 6 C Two four-member teams
- 7 A they should always look over each other's shoulders, because it is considered more gentlemanly to wrestle by touch and feel than by sight.

- 8 E Most teams are sponsored by local companies
- 9 D is one of the fastest-growing sports in the USA
- 10 D Lacrosse is Canada's national summer sport
- 11 C six periods of eight minutes
- 12 A This form of *glíma* has always been a friendly recreational sport
- 13 C a ball which has six conveniently sized handles
- 14 E hurl a metallic plate weighing
- 15 A two wrestlers attempt to trip and throw each other by grasping a belt worn around their opponent's waist and thighs

- 6 **Alternative treatment** This could be done as a whole class activity.

Extension idea Individual students could 'sell' a sport they know well. They should try to persuade the rest of the class to take it up.

Grammar

The language of comparison

- 1 **As a warmer** Ask students this question, which is designed to get them to produce the language of comparison:

Think about yourself five years ago. How were you different? Think of ten differences.

Give one or two differences related to yourself.

Examples: *I was much fitter than I am now. / My hair was longer than it is now.* When students have made their lists, elicit examples from a few individuals.

Students then look through the article and pick out comparison language.

Answers

Comparative adjectives and adverbs: more violent versions, further than three steps, a more ancient version

Superlative adjectives: the most widespread version, the fastest-growing sports

Comparative/Superlative form + noun: Fewer points, no more than four steps, the most goals, more goals, more explosions, Most teams

- 2 This task could be done as a whole-class activity or with students working in pairs. Note that there is more detailed information related to these points in the Grammar reference on page 162 (The language of comparison).

Answers

- 1 nouns, long adjectives, adverbs
- 2 *Less* can be an adverb (e.g. *People smoke less than they used to.*) and may be followed by an adjective or another adverb (e.g. *He's less practical than his brother. She works less efficiently than her sister.*). *Less* can also be a determiner followed by an uncountable noun (e.g. *We have less money than we thought.*).
Fewer is a determiner and is followed by a plural noun (e.g. *These days fewer people smoke than in the past.*).
- 3 carried for no more than four steps = carried for up to four steps

Answers

- 2 Finding a new job was less difficult than / not as difficult as I expected it to be. 3 There are fewer unemployed people now than there were ten years ago. / Fewer people are unemployed now than ten years ago. 4 Working conditions are not as/so good as they used to be. 5 More people are going abroad to find work.

- 6 Tell students they should look out for these mistakes in their own speaking and writing.

Answers

- 2 ~~worst~~ worse 3 ~~that~~ than 4 ~~less~~ fewer
- 5 ~~harder~~ hardest 6 ~~countries~~ less industrialised less industrialised countries 7 ~~fewer~~ less
- 8 ~~difficult even more~~ even more difficult

- 5 **Alternative treatment** If all students are from the same country, this could be done as a whole-class discussion.

Extension idea Students work in pairs. In turn, each student should compare and contrast two similar sports (e.g. basketball and volleyball / football and rugby / tennis and squash), but without saying the names of the sports. Their partner has to guess the two sports.

This may be a suitable moment to do the photocopiable activity on page 132.

Use of English Part 4

1

Answers

- 2 three 3 always 4 can't

- 2 As a warmer Write the word *post* on the board and ask students how many different meanings the word can have as a noun. Examples:

- *He's been in his new post for only three weeks.* (job or position)
- *Was there any post for me? I'm expecting an important letter.* (letters and parcels)
- *He lost control of the car and crashed into a concrete post at the side of the road.* (tall vertical pole)

The rest of this task asks students to think of different meanings for six other words.

Suggested answers

Adjectives *bright*: strong (light/colour), intelligent, happy; *fair*: just (honest/right), pale (opposite of dark), average (not good, not bad), quite large, probable (e.g. a fair idea), pleasant (weather)

Nouns *character*: letter of the alphabet, personality, person in a novel, film or play; *class*: school group, lesson, social group, type, refinement (style)

Verbs *catch*: contract (a disease), hold on to (a ball), not miss (a train), trap (an animal), capture (a person, e.g. a criminal), surprise (someone in the process of doing something wrong), manage to hear (something that is said); *present*: give (an award, a gift, etc.), offer (apologies, compliments), show or display, put (something) forward for official consideration, formally introduce (someone), bring (a play or film, etc.) to the public

3

Answers

- a 3 b 1 c 2

4

Answers

- 1 state 2 conduct 3 note 4 raise 5 record

Writing Part 1 A letter

- 1 Before students fill the gaps in the sentences, ask them to close their books and elicit as many points as they can remember about Writing Part 1 tasks. Then ask them to work through the round-up box.

Answers

- 2 report 3 input, notes 4 220 5 reader, persuade

- ② **As a warmer** Find out how many students belong to a sports club. Ask: How could your sports club be improved? This will set the scene for the writing task.
- ③ Having read the task, students read the sample letter written in answer to it and comment on how well it fulfils the task requirements. They should ignore the numbered language alternatives in the letter for the moment.

Answer

The writer has answered all parts of the question and included the information provided by the input material.

④

Answers

2 its organisation 3 Firstly, 4 some time
5 noticeably less busy 6 facilities 7 in the area
8 rethink 9 introduce 10 the elderly 11 consider
12 at your earliest convenience

Reasons: Particularly informal expressions are *For a start, quite a while, pretty empty, stuff, round here, while been worried* and *think about* sound too personal. Phrasal verbs like *bring in* are often less formal than single-word verbs. The expression *the elderly* is more polite and politically correct than *old people*.

⑤

Answers

- *member*: an individual who belongs to a group or organisation
membership: the whole group of individuals who belong to a group; the condition of belonging to a group or organisation
Similar pairs of words: partner/partnership, friend/friendship, relation/relationship
- *cost*: the amount of money needed to pay for something (cost of living, cut costs)
fee(s): money paid to or charged by a professional individual or organisation (e.g. legal fees, school fees)
charge(s): amount of money needed to pay for a service (electricity charges, admission charge)
price: amount of money needed to buy something (high price, house prices, price rise)
fare: cost of a journey by bus, train, etc. (rail fares, a bus fare)
rate: usual cost of a particular service for a particular person or group (hourly rate of pay, fixed rate of interest, special rates for children)

⑥

Answers

Explanations: In our view, there are two possible explanations ... Firstly, we think ... Secondly, ...

Suggestions: As to what action can be taken, our main suggestion is ... We could ... We also believe that we should ...

⑦

Alternative treatment After students have read the task and input material, the three questions could be discussed by the whole class.

Suggested answers

1 At present, the facilities are out of date, run down and inadequate for the demand. 2 sport not considered as important as other subjects; lack of funding/facilities; insufficient numbers of trained teachers 3 It will provide structured opportunities for more children to do sport and encourage competition between teams.

⑧

Check that students understand the task and set the writing for homework.

Unit 13 photocopiable activity: A sports event – yes or no?

Time: 20–30 mins

Objectives

- To practise arguing for a point of view
- To encourage oral fluency

Before class

You will need one photocopy of the activity page for each student.

In class

Note: Students can work in groups of five from the beginning of the activity or from step 2 onwards.

①

As a warmer Before handing out the photocopies, ask the class about their attitude to large international sporting events, like the Football World Cup or the Olympic Games. Ask:

- Would you like your country to host the Football World Cup or the Olympic Games? Why (not)?
- Would you like your town to be an important venue for one of these events? Why (not)?

Hand out the photocopies. Ask students to read the scenario and discuss the questions.

Possible answers

- 1 Hosting a big event gives countries and politicians kudos; it can bring economic benefits through increased tourism; construction of new facilities benefits the building industry and the facilities can be used by the general population after the event is over; people get the excitement of participating as spectators in memorable events.
- 2 Economic benefits are outweighed by the enormous expense, especially when the cost of construction etc. goes a long way over budget; the money could be better spent on public services for everyone, e.g. schools/hospitals, rather than state-of-the-art facilities for the few; a huge influx of people is an inconvenience to the local population and can present security risks.

- 2 Allocate roles, including that of chairperson, and then ask pairs of students playing the same role to prepare their contribution together. After about five minutes, students move into groups of five to do the role play itself.
- 3 Groups should follow this procedure.
 - Each committee member should make their individual contribution, speaking for no more than one minute without interruptions from other members.
 - The chairperson should then organise an open discussion, making sure that everyone has the chance to question the opinions being expressed. (No one member should be allowed to dominate the discussion.)
- 4 After a pre-agreed length of time (e.g. ten minutes), the chairperson should call for a vote on the question: *Should our city offer or bid to be a venue for the forthcoming sporting event?* If there is disagreement between the four members, the chairperson should vote to decide the issue.

A sports event - yes or no?

- 1 Read this scenario, then discuss the questions below.

Your country has been chosen as the host of a future international sporting event, as important as the Olympic Games or the Football World Cup. The event will take place in ten different cities and towns across your country. While politicians welcome the nomination, there are many groups and individuals who are against the spending of huge amounts of public money.



- 1 Why do most politicians support their country's hosting of large international sporting events? What are the potential benefits to countries and their citizens?
- 2 What are the main arguments people use against hosting such events?

- 2 Work in groups of five. You are on a city council committee whose job is to decide whether your city should offer to be one of the sporting venues for the event. In your groups, elect a chairperson, then share out these four roles.

A

You are a local business person with a chain of five hotels in the city. You are not interested in sport of any kind.

B

You are a senior police officer who will be responsible for security and transport if the city is a venue. You are a sports fanatic.

C

You are a representative of the ordinary people living in the city. You are a parent with three school-age children. You don't have strong views on sport.

D

You are the editor of a local newspaper. You believe that sport is a much over-rated public obsession.

Think about your role and prepare your contribution to the debate. If you are the chairperson, your main role will be to enable the committee to reach agreement. This may mean playing devil's advocate by arguing against other committee members' views.

- 3 Debate the issue. Address the meeting for up to one minute and then join in an open discussion.
- 4 At the end of the discussion, have a vote on the question *Should our city offer to be a venue for the forthcoming sporting event?*

Wordlist

Unit 13

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetecae).

avoid/have contact with sth/sb *vp* (130) to make sure you do not touch something/someone

be allergic to sth *adjp* (130) having an allergy (ALLERGY = medical condition in which your body reacts badly to something you eat, breathe or touch)

be obsessed with sth *vp* (129) thinking about something all the time

be resistant to sth *adjp* (129) not harmed or affected by something

be responsible for sth *adjp* (129)

1 to be the person whose duty it is to deal with something or someone

2 to be the person or thing that has caused something to happen, especially something bad

be stuck with sth *vp* (RS) to have something bad permanently

bounce *v* [I or T] (133) to hit a surface and then move quickly away, or to make something do this

central heating *n* [U] (129) a system of heating a building by warming air or water in one place and carrying it to different rooms in pipes

come to light *vp* (130) if information about something comes to light, it is discovered

conduct *v* [I or T] (135)

1 [T] to organise or do something

2 [T] to stand in front of a group of musicians and control their performance

3 [I] if a substance conducts electricity or heat, it allows electricity or heat to go through it

do sth by force *vp* (133) to make someone do something by using physical strength

gain independence *vp* (135) if a country gains independence, it starts to be ruled by its own government and not by another country

have access to sth *vp* (RS) to have the right or opportunity to use or see something

a high incidence of sth *np* (RS) if there is a high incidence of something, it happens often

immune system *n* [C] (128) the cells and tissues in your body that fight against infection

minimise sth *v* [T] (129) to make the amount of something as small as possible

phone-in programme *n* [C] (128) a radio or television programme in which the public can ask questions or give opinions over the telephone

plot *n* [C] (134)

1 the things that happen in a story

2 a plan to do something bad

3 a piece of land, often for growing food or for building on

receive funding for sth *vp* (136) to get money from a government or organisation for an event or activity

sleep deprivation *n* [U] (135) the condition of not having had enough sleep

suffer from a disease *vp* (129) to have an illness

take action *vp* (136) to do something in order to deal with a problem


widespread *adj* (133) affecting or including a lot of places, people, etc.

Unit 14 Moving abroad

Unit objectives

- **Reading Part 1:** identifying the source of a text, dealing with multiple-choice questions
- **Writing Part 2:** writing an article, adding emphasis
- **Use of English Part 5:** work on dealing with this task and avoiding pitfalls
- **Listening Part 4:** dealing with two tasks
- **Speaking Part 4:** using a range of appropriate vocabulary, using modal verbs to express possibility and obligation
- **Grammar:** comment adverbials, emphasis
- **Vocabulary:** *learn, find out and know; provide, offer and give*

Starting off

- 1 Tell students they can use the photos to help them. If necessary, elicit ideas for the first photo (e.g. to move to a better climate, for health reasons, in order to achieve a better lifestyle, to find somewhere pleasant to live in retirement). After eliciting these, you can also write them on the board and draw students' attention to the use of *to* + infinitive / *for* + noun to express purpose.
- 2  **As a warmer** Before listening, ask students to look at the list A–H and say which reason they think is the best reason / worst reason for migrating.

Answers

1 C 2 F 3 B 4 G 5 D 6 A

Recording script CD2 Track 21

Speaker 1: I've been here now for about fifteen years. It's a good life, though I work hard, but frankly I miss my country and the town where I grew up and dream of going back. I feel special ties to the place and when I retire I hope to return there to be among my friends and my family.

Speaker 2: We were just fed up with the crime and feeling of insecurity that surrounded us and it was precisely for that reason that we moved

away. What really worried us was the effect it might have on the kids going to the local school. We felt it just wasn't worth the risk. On the other hand, it hasn't been easy coping with the language barrier, I have to admit. At least not for us parents. The kids integrated straight away, of course.

Speaker 3: I haven't changed countries, but I've moved from the country to the city because it has better services and more opportunities. To my surprise, many people looked down on me when I first arrived, which didn't exactly make things easy. I suppose they thought: here's some country bumpkin come to the city to make good, and I guess they were right because I have!

Speaker 4: I love lots of things about my country: the food, the sense of humour, the newspapers, lots of things. Actually, I have to admit it was the climate I couldn't stand any longer. The short grey days and the continual rain. Mind you, the heat is sometimes a problem here and then I dream of going home. But that's only the odd day here and there. Mostly it's fine.

Speaker 5: I guess you could call me a rolling stone, if people still use that expression – I mean, I've been abroad for so long I don't know all the latest slang. You see, unfortunately I'm one of those typical expatriates who spends two years working in this country and three years working in that. I don't think I could ever go back to my home country because quite honestly I just wouldn't fit in. I'd feel like a fish out of water.

Speaker 6: As a professional ballet dancer there's just no way I could have stayed in my home town. Obviously, you have to be prepared to move abroad if you want to get to the top and there's no point in being in this business unless that's your aim.

- 3 **Alternative treatment** Ask students to work in pairs and prepare a short presentation on one of these questions:

- *How can emigration benefit the sending country?*
- *How can emigration benefit the receiving country?*

When they are ready, they change pairs and take turns to give their presentations.

Reading Part 1

- ① **As a warmer** With books closed, students work in pairs and brainstorm how much they know about Reading Part 1. You can write on the board: *format* and *exam technique* and ask them to suggest ideas for both.

Answers

2 eighteen 3 the texts quickly before reading the questions 4 after 5 will

- ② Ask students to justify their answers by commenting on the content and style of each text. You can ask:

- Which text provides instructions and information explaining rules? (*Answer: Text 3*)
- Which text is part of a reasoned argument? (*Answer: Text 2*)
- Which text talks about emigrants in the past and is an imaginative account of their circumstances? (*Answer: Text 1*)
- In which text does the writer express personal feelings about the subject? (*Answer: Text 1*)
- Which texts seem to be the result of research? (*Answer: Texts 1 and 2*)

To sensitise students to the idea of target readers, you can also ask: Who do you think would be expected to read each text? (*Suggested answers:*

Text 1: general readers interested in the history and circumstances of emigrants in the past;

Text 2: politicians, economists, sociologists and others interested in present-day immigration policies;

Text 3: would-be immigrants to New Zealand.)

Answers

Text 1 is from a travel book. Text 2 is from a magazine article. Text 3 is from a website information page for potential students.

- ③ Tell students to follow the technique suggested in the Exam round-up box, i.e. to read the question, then the relevant section of text and then once they have understood the text to look at the alternatives and choose the best one based on the evidence they have found. Tell them to underline the words in the text which give them the answer, to assure themselves that there is hard evidence for their choice.

Answers

1 A 2 C 3 A 4 D 5 C 6 B

Notes

- 1 A I've ... always felt a pang of envy for its lucky author.
- 2 C To most of the immigrants America was simply a tantalising rumour of easy money – of jobs, clothes, food.
- 3 A when immigrants send money home, this has the greatest impact in country districts
- 4 D What rich countries should do is make migration simple, but temporary. The tougher it is for migrants to enter a country, the more reluctant they will be to risk leaving to go home.
- 5 C A bona fide applicant is a person who can show they genuinely intend a temporary stay in New Zealand
- 6 B If you are aged 17 years or over and intend being in New Zealand for *24 months or longer* ... you must provide police certificates
- ④ **Extension idea** If students are from different countries, ask them each to prepare a short presentation on the subject to give either to their group or to the whole class. Tell other students to listen and ask follow-up questions.

Grammar

Comment adverbials

- ① Ask students to suggest other comment adverbials. Go through the Grammar reference notes on page 163 with them and ask them to suggest and note down other comment adverbials for each section.

Answers

unfortunately, quite honestly

②

Suggested answers

2 undoubtedly 3 Generally speaking
4 To be honest 5 Apparently 6 kindly
7 Obviously 8 Personally

Extension idea Ask students to write five of their own sentences using adverbs and adverbials from the box.

Listening Part 4

- ① After the Exam round-up, encourage a class discussion of the best exam technique.

Answers

2 F – You have to choose from eight options.
3 Maybe – you should decide whether this way suits you best or whether you perform better when you deal with both tasks both times you listen. 4 T

2 **Alternative treatment 1** Before listening, students work in pairs. They read Task One and discuss what each of the options means. Then they read Task Two and discuss how immigration can produce each of the things mentioned in this second set of options.

Alternative treatment 2 With books closed, students listen to the recording twice and take notes. They then open their books and choose answers. Tell them that by doing this they are listening to the global meaning before making their choices. When they have completed the two tasks, they can discuss their answers in pairs before reaching a final decision.

Answers

1 E 2 G 3 H 4 F 5 B 6 G 7 B 8 A
9 H 10 E

Recording script CD2 Track 22

Speaker 1: I was watching this really interesting programme the other day about people who'd come over here to work and had originally meant to stay just a couple of years, but then ended up meeting someone and settling down and things. I thought it was quite remarkable actually because we give the impression of being rather a nationalistic lot but that doesn't seem to be the case at all in fact. They went into people's houses and showed us how they'd been accepted by their in-laws who were adopting all sorts of new customs and behaviours you wouldn't expect. What struck me most was seeing their mums-in-law being taught how to cook new dishes. It was fascinating, a real eye-opener.

Q6

Speaker 2: I go to dancing classes every Thursday evening. Anyway, there's a student there, quite a young woman, who has only just recently come to this country and the other day she was really looking dead tired so I offered to get her a coffee afterwards and we got talking. Anyway, I found out that she's working here as a nurse to support her family back home; they've stayed behind, you see. Apparently, there are lots of other people in the same situation as her. Her salary here's enough to provide their schooling, their clothing and all sorts of other things back home. But she's doing incredibly long hours. Actually, the worst thing must be being away from your children and family for years on end! I think I'd find that unbearable.

Q2

Q7

Speaker 3: My daughter goes to school with this girl, Mariska. Her family has just arrived here. They sit together in class, they're friends, and we've got to know the parents a bit. Anyway, they've only been here what seems like a couple of months or so, but they've already set up a travel agency for people thinking of visiting their region. They've got all these local contacts, which is a bit of an advantage, I suppose, but they're already doing so well that they've even been able to give jobs to a couple of locals as well. I think that's pretty amazing, don't you?

Q3

Q8

Speaker 4: Don't get me wrong, as far as I'm concerned immigration is fine. In fact I think it's really necessary considering the skills shortage we've got here. But it does mean that we've ended up with quite a cultural mix in our office and sometimes it's quite hard for people to get their ideas across and, you know, sort of marry up their different approaches to work. I'm continually surprised by the sheer variety of different takes on a situation and the different expectations people have. Personally, I think this sort of intercultural mix is one of the biggest challenges at work today.

Q4

Q9

Speaker 5: When I started, everyone was born here and spoke the same language. Now it's a real melting pot and that gives rise to no end of problems, not least with the parents. But you have to be flexible and turn these things to your advantage and having kids of five or ten different ethnic backgrounds learning together is a culturally enriching experience for everyone, including me! Many of the children who have come from abroad are so hardworking that it's actually pressuring our local kids to put in more of an effort too. They're getting better results now, which is just the opposite of what I'd have expected and quite a challenge to my preconceptions!

Q5

Q10

3 Give students a moment or two to decide which speaker they are each going to summarise. Then play the recording again while students take notes on their speaker.

Vocabulary

Learn, find out and know; provide, offer and give

- 1 Ask students how the meaning changes depending on which word/phrase is used.

Alternative treatment Ask them to do Exercise 2 and then come back to Exercise 1 to check their answers to the questions.

Answers

Only *found out* is possible.

2

Answers

1 c and e 2 a 3 b and d

Extension idea Ask students to write their own sentences as examples of how these words/phrases are used.

3

Answers

1 offered 2 provide 3 give

4

Answers

1 provide 2 offer

- 5 Tell students they should look out for these mistakes in their own speaking and writing.

Answers

2 ~~know~~ find out 3 ~~know~~ learn or find out
4 ~~learn~~ find out 5 ~~give~~ provide 6 ~~give~~ offer
7 ~~offer~~ give 8 ~~offered~~ provided

Speaking Part 4

- 1 Ask students to do the Exam round-up. Remind them that they will be expected to express and justify their opinions and agree/disagree with the other candidate on the ideas expressed in the questions.

Answers

2 subjects connected with the same theme as Speaking Part 3 3 are expected to discuss your ideas about the same questions 4 quite a long answer

- 2 **Alternative treatment** Ask students to close their books and work in pairs.

- Tell them to imagine they are examiners preparing questions for Part 4 of the Speaking exam. Ask them to write down four questions they can ask on the subject of migration which will provoke discussion and get candidates to express opinions.
- Students then exchange questions with another pair, who brainstorm words and phrases which would be useful when answering the questions (remind students that they are assessed partly on the range and appropriacy of the vocabulary they use).
- Put the pairs together to form groups and ask/answer their questions.
- Finally, ask them to do Exercise 2 in the book.

Suggested answers

1 create cultural diversity, make society a richer place, open up people's minds, encourage tolerance towards other ways of life, people from different backgrounds, different outlooks, to live side by side 2 open up people's minds, encourage tolerance towards other ways of life, people from different backgrounds, different outlooks, to live side by side 3 cover people's basic needs, make the transition into a new society, provide housing, help them integrate

- 3 After students have listened and taken notes, elicit some of these aspects of the way James and Sara answer:

- They express several ideas in answer to the question.
- They make their opinions on the topics very clear.
- They comment on the question itself (e.g. *That's a contentious issue!*).
- They justify their opinions.


Recording script CD2 Track 23

Teacher: What are the benefits of a multicultural society?

Sara: I think it encourages tolerance towards other cultures, other ways of life, other religions perhaps, and that can be very educational. I think it can open up people's minds to other experiences that they might not be able to have otherwise.

James: I personally think it can make society itself richer by having diversity within it and lots of people from different backgrounds, different outlooks, different ways of doing things and different cultural experiences.

- Teacher: Should people who go to live in another country adopt the culture of the country where they go to live?
- Sara: That's a contentious issue! Not necessarily. I think it's possible for different cultures to live side by side and I think with most cultures there's a certain overlap of similarity and I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.
- James: Yes, I'd go along with that.
- Teacher: How can governments help immigrants?
- James: What they need to do is provide lots of information at the beginning so that people can make the transition into the new society. Housing is something I think they should be providing, so they're covering people's basic needs to help them integrate as quickly as possible. Also, I think there should be offers of tuition in the new language, tuition about the new culture, possibly. I don't know if that should be compulsory, but at least it should be on offer.

- 4  This exercise focuses on modal verbs. Ask students to work in pairs and say what each modal verb means in the context, e.g. *can* means *possibly* in sentence 1. If necessary, refer them to the Grammar reference on page 152 (Expressing possibility, probability and certainty) to do this.

Answers

1 might 2 can 3 should 4 need, can 5 should

Recording script

CD2 Track 24

- 1 I think it can open up people's minds to other experiences that they might not be able to have otherwise.
- 2 I personally think it can make society itself richer by having diversity within it
- 3 I think people should be allowed to have some of the elements of their own culture as long as they're not detrimental to the good of the majority.
- 4 What they need to do is provide lots of information at the beginning so that people can make the transition into the new society.
- 5 Housing is something I think they should be providing.

- 5 At this stage it's probably a good idea to ask students to change partners so that they will be talking to someone different about the topics.
- 6 You can treat this as exam practice, or you can give students some time to prepare their ideas before discussing. Tell students they can also answer these questions by including their own personal experiences or talking about people they know.

Use of English Part 5

1

Answers

2 six 3 word 4 Contractions 5 change 6 same
7 number 8 given

Extension idea Ask students to suggest ideas for good exam technique here. Elicit the following:

- Read the given sentence carefully looking for the complete meaning.
 - Look at the word given and think how its meaning could relate to something in the given sentence – *is* it part of a fixed expression or phrasal verb? Does it require a different grammatical construction?
 - Look at the gapped sentence – does it require a different grammatical construction? How will the given word fit into it?
 - After writing your answer, check to see if it means ~~the~~ same as the sentence printed before.
- 2 Ask students to work in pairs. Tell them that each of the three of the incorrect answers contains typical pitfalls students fall into when doing Use of English Part 5.

Answers

Correct answer: **b** (Answer **a** is incorrect grammatically; **c** exceeds the six-word limit; **d** doesn't use the word given.)

3

Answers

1 I'd be grateful if you *could/would* remind me to phone Charlie on Friday. 2 Mario completed *the* project *all* by himself. 3 You'll have to make *much* more / a much greater / a lot more effort if you're going to get into the national team. 4 Fatima *hasn't* (yet) made up her mind whether to study in New Zealand next year.

4

Answers

1 Katya may (*well*) have been held up by the heavy traffic. 2 I couldn't tell *whose fault the accident* was. 3 Having *found out the truth*, Ranjit reported the facts to the police. 4 'I have *done/tried my best* to make you happy, Sonia,' said Franz.

Grammar**Emphasis**

- 1 **As a warmer** with books closed, ask students to work in small groups and suggest ways they can add emphasis to what they are saying/writing. Ask them to think of examples. (*Suggested answers* (in addition to the ways suggested in Exercise 1): choice of emphatic vocabulary, tone of voice, stress when speaking, repetition using the same words, repetition of the idea using other words, etc.)

Answers

2 a, c 3 a 4 b 5 b 6 c 7 c, d

2

Suggested answers

2 It's because they don't like the climate in their own country that many people move overseas. / Because they really don't like the climate in their own country, many people move overseas.
3 What enriches our lives enormously is living in a multicultural society. 4 She feels extremely lonely living away from her family. 5 Even though he has an extremely well-paid job, he finds it absolutely impossible to save money. 6 It was by living in the country that Franz learnt to speak the language perfectly. 7 The director of studies himself taught us when our teacher was ill. 8 What a good education teaches people is tolerance.

Extension idea Ask students to work alone and prepare a short talk (one or two minutes) on one of these topics:

- *The problems new students at your school/college may have and how to make them feel at home*
- *The difficulties of preparing for CAE and how to maximise your chances*

Tell them that when they give their talk they should include some of the emphatic devices in this section. Students then work in pairs and take turns to give their talk.

This may be a suitable moment to do the photocopiable activity on page 142.

Writing Part 2 An article

- 1 Students can answer all the questions if they wish.
2 **As a warmer** Ask students what things are assessed in the Writing paper. (*Answers*: content, organisation, cohesion, range of structures and vocabulary, register and format appropriate to the readers, language accuracy, relevance to the requirements of the task, writing the correct length.) After students have done the Exam round-up, you can discuss with them the reasons for the advice and how important each piece of advice is.

Answers

2 f 3 e 4 d 5 b 6 g 7 a

- 3 Ask students which of the points in the Exam round-up they are dealing with when they do this exercise. (*Answers*: d, e and f.)

Answers

1 readers of the magazine, people who are interested in travel or working abroad 2 quite an informal style 3 *Students' own answers*

- 4 Ask students how using emphatic language when appropriate may improve their performance in the exam. (*Answer*: by producing a more positive effect on the reader.) Ensure that students know that it's important to cover all parts of the task and that their answer should be clearly paragraphed to do this.

Answers

1 fairly formal

2 *Fronting*: feeling the need ..., Despite this minor drawback; *Using adverbs*: completely, very importantly, highly, strongly; *Cleft sentences*: What I discovered from the experience was ..., What this meant was ...

3 *Paragraph 1*: temporary job in another country; *Paragraph 2*: your experience and what you learnt; *Paragraph 3*: your experience and what you learnt (positive and negative); *Paragraph 4*: whether you would recommend it to others

- 5 **As a warmer** Ask students to read the writing task and work in pairs or small groups. Ask them to brainstorm ideas for what they can include in their answers to cover all parts of the question. Tell them to keep brief notes while they are brainstorming.

Answers

1 readers of the magazine, informal style
2 & 3 *Students' own answers*

- ⑥ As students will have had time to think about the question and make a plan for their answer, ask them to write their finished article in 30 minutes.

Vocabulary and grammar review

Unit 13

Vocabulary

- ① 1 allergy 2 pollen 3 mould 4 exhaust 5 fever
6 allergen 7 cleanliness 8 vaccination 9 allergic
- ② 2 for 3 to 4 with 5 at 6 to 7 for 8 to

Grammar

- ③ 1 *Alternative answer: disease, however disease.*
However, 2 ~~although~~ whereas 3 ~~Despite~~ Despite the fact that / ~~Despite he didn't feel~~ Despite not feeling 4 ~~But~~ Although / Even though 5 ~~doctor.~~
~~Although~~ doctor, although
- ④ 2 We have fewer qualified nurses than we need.
3 My new job is more difficult than I expected.
4 The sooner we get home the better.
5 I didn't earn as much money as I thought I would last week.
6 Your diet is no better than mine.

Vocabulary and grammar review

Unit 14

Vocabulary

- ① 2 find out 3 provide 4 know 5 given
6 offered 7 find out 8 learn

Grammar

- ② 2 It was the music that everyone/everybody objected to at Lenka's presentation.
3 What you have to do is fill in/out this form and then send it to the embassy.
4 'Getting a new job is the last thing I want to / will do!' cried Audrey.
5 All Alfredo wanted to do was (to) take things/it easy when he got home.
- ③ Suggested answers: 2 almost certainly
3 To be honest / Actually 4 Actually / To be honest
5 quite surprisingly 6 Obviously 7 apparently
8 hopefully

Unit 14 photocopiable activity: An Irish emigrant's story

Time: 30–40 minutes

Objectives

- To practise listening to a narrative in song
- To encourage oral fluency

Note: This song contains references to alcohol, which may not be appropriate for some students.

Before class

You will need a copy of the activity page and a copy of the song words on page 141 for each student.

In class

- ① **As a warmer** Ask students what they know about the make-up of the population of the USA.
- When did the largest number of immigrants arrive? (*Answer:* In the 19th – early 20th century.)
 - Where did most of these immigrants come from? (*Answer:* European countries, especially Germany, Ireland, Italy, Poland and Russia.)
 - Why did they leave their countries to come to America? (*Answer:* To escape famine, poverty or religious/political persecution.)
- Hand out the photocopies of the activity page and ask students to discuss the questions in Exercise 1.

②

Answers

1 Millions of Irish people left Ireland to escape poverty, starvation and disease in the 19th century and early 20th century. 2 between 1846 and 1920
3 by sea

- ③ Tell students that they are going to hear a traditional Irish song about a young man who emigrates to America. Explain that in songs America was often called Amerikay (to make a stronger rhyme with other words). Play the song once before students see the words, and elicit ideas about the story it tells. Then hand out the photocopies of the words and play the song again. Make sure students understand the basic situation: when the mother wrote to her son from Ireland, she addressed the letter to 'My Son in Amerikay'. This caused problems for the US postal service, which could not deliver a letter without any name or address.

Suggested answer

humorous (but tinged with sadness)

4

Suggested answers

1 The mother expected her son to keep in touch with the family and send home some of his wages. She is worried that he may be wasting his money on women and alcohol. The son has already got used to living in his new country and has cut himself off from his past and his family.

2 Ireland was a poor country, with a small population who had little experience of the outside world. In rural villages everyone would know everything about everyone else – addresses were probably not very important. People like the mother did not realise that America was a vast country, with rapidly expanding cities full of people.

5

Suggested answers

1 Time has passed and he has not contacted his mother in Ireland; he doesn't even know if she is still living. It is only now, as an older man, that he begins to think back to his past and would like to re-establish some contact.

2 No. The song offers a supposedly 'happy ending', but this is a joke. Almost certainly this particular mother and son do not re-establish contact as in reality there is no chance of her letter finding its way to him.

Recording script CD2 Track 25**My Son in Amerikay**

A long time ago in the County Mayo my story it first began
Before this country was finally cured by the first Economical plan
A brave young man had to leave his home and sail far over the sea
But he got well paid in the job so he stayed on the shores of Amerikay.

He got on very well, but he sent nothing home and his mother began to think
That maybe he'd run away with a blonde or was spending his money on drink
She wrote him a letter enquiring for news and she sent it straight away,
And upon the cover she carefully wrote 'To My Son in Amerikay'.

Well the postman collected the letter she wrote and he drove in his van to Cork
Where he placed it upon a liner in Cobh that landed in New York
And there with the whiskey and everything else the mailbags lay on the quay
And among the rest was a letter addressed 'To My Son in Amerikay'.

Oh American postmen I needn't relate they are rather like me and you
And when at last to this letter they came they didn't know what to do
They looked up all the official lists but these had nothing to say
There was no directory could help them to find a Son in Amerikay.

Well it lay around in the office for years and it gave all the boys a laugh
Until some use was found for it in training of the staff
For every new postman who came on the job it was shown as Exhibit 'A'
Oh insufficiently addressed to 'My Son in Amerikay'.

Well the son he got older and wiser too and at last to himself he said
How are things going with me mother at home; is she alive or dead?
So he walked round the block to the GPO where he stood with his cap in his hand
There'd be by any chance a letter for me from me mother in Ireland?

Oh yes kind sir, and here it is, we've been waiting for you to call
We knew someone someday would come from Cork or old Donegal
From the two hundred million that's living now in the whole of the USA
For a mother in Ireland at last we have found a Son in Amerikay.

(Traditional, performed by Bass Instincts, 2008)

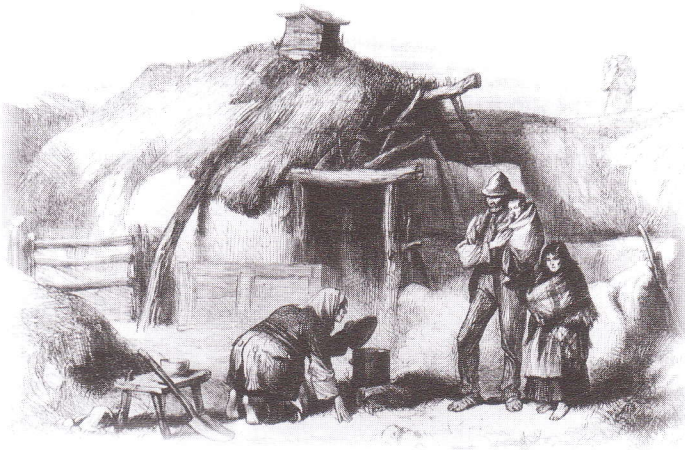
*a region of Ireland
a late 19th century government
plan to solve Ireland's economic
problems*

*a city in southern Ireland
the port of Cork
alcohol from Ireland.*

General Post Office

places in Ireland

An Irish emigrant's story



1 Discuss these questions in pairs

- 1 In the 2006 census in the USA, nearly 25% of Americans reported Irish ancestry. Why do you think there are so many people of Irish descent in the United States?
- 2 When did most people leave Ireland to live in America?
- 3 How did they travel?

2 Read these facts about Irish emigration to the USA and check your ideas.

- In the early 19th century the dominant industry in Ireland was agriculture, but wages were very low.
- In 1816 about 6,000 Irish people left Ireland for America to start a new life. Wages at that time were five times as high as in Ireland.
- In 1846 the Irish potato crop was hit by disease. By 1851, over a million people had died of starvation and disease in the Irish Famine. A great increase in emigration followed this disaster. By 1854, over two million people, a quarter of the population of Ireland, had emigrated to the United States.
- Emigration continued after this. By 1920, 4.5 million Irish people had emigrated to the USA.

- 3 Listen to *My Son in Amerikay*, a song from the 19th century about Irish emigration to America. Would you describe it as serious or humorous?

- 4 Read the second verse and discuss the questions with a partner.

He got on very well but he sent nothing home and
his mother began to think
That maybe he'd run away with a blonde or was
spending his money on drink
So she wrote him a letter enquiring for news and
she sent it straight away
And upon the cover she carefully wrote 'To My Son
in Amerikay'.

- 1 What does this extract tell us about the mother and about the son?
- 2 What does it tell us about the differences between life in Ireland and life in America at this time?

- 5 Now read these extracts and discuss the questions with a partner.

Well the son he got older and wiser too, and at last
to himself he said
How are things going with me mother at home? Is
she alive or dead?

Oh yes, kind sir, and here it is, we've been waiting
for you to call
We knew someone someday would come from Cork
or old Donegal
From the two hundred million that's living now in
the whole of the USA
For a mother in Ireland at last we have found a Son
in Amerikay.

- 1 What does the first extract tell us about the son?
- 2 Does the song have a happy ending?

Wordlist

Unit 14

Abbreviations: n/np = noun / noun phrase; v/vp = verb / verb phrase; adj/adjp = adjective / adjective phrase; adv/advp = adverb / adverb phrase; T/I = transitive/intransitive; C/U = countable/uncountable

The numbers indicate the page in the unit on which the word or phrase first appears. RS indicates that the word or phrase appears in the recording script (a student version of the recording scripts can be found at www.cambridge.org/elt/completetcae).

be no point in doing sth *np* (RS) if there is *no point in doing something*, you should not do that thing because it will achieve nothing

bona fide *adj* (139) LATIN real and honest

challenge to your preconceptions *vp* (RS) something which changes your ideas about a subject, especially ideas which you had formed without knowing the real facts about a situation

cost of living *np* (141) the amount you have to pay for food, clothes and the other things that you need for living

dead tired *adj* (RS) INFORMAL extremely tired

do/work long hours *vp* (RS) to spend a lot of time working

Don't get me wrong *idiom* (RS) said when you think someone might not understand what you say, or be upset by it

end up *v* [I] (RS) to finally be in a particular place or situation

feel like a fish out of water *vp* (RS) to feel awkward because you are in a situation that you have not experienced before or because you are very different from the people around you

fit in *v* (RS) to feel that you belong to a particular group and are accepted by them;

for good *pp* (139) forever

for years on end *pp* (RS) for many years

get ideas across *vp* (RS) to successfully communicate information to other people

get in touch with sb *vp* (143) to communicate with someone by telephoning, writing, etc.

get to the point *vp* (145) to start to talk about the most important thing

give rise to sth *vp* (RS) to cause something

have a different take on sth *vp* (RS) to have a different opinion or understanding of something

live side by side *vp* (142) to live very close to each other

make good *vp* (RS) to succeed and become rich

marry up sth *v* [T] (RS) if two things *marry up* or if you marry them up, they match or join together

mind you *idiom* (RS) something you say before saying the opposite of what you have just said, 'You'd be fitter if you went running more often. Mind you, you can easily damage your knees if you do it too often.'

no end of sth *np* (RS) INFORMAL a lot of something, e.g. 'no end of problems'

the odd day here and there *np* (RS) happening sometimes but not often

place a strain on sth/sb *vp* (139) to cause problems for someone or something and make a situation difficult

put in more of an effort *vp* (RS) to work harder

set up sth *vp* [T] (RS) to arrange for something to happen, for example to start a new business

stay behind *v* [I] (RS) to not leave a place when other people leave

stir the imagination *vp* (138) if something *stirs your imagination*, you find it exciting to think about or imagine happening

treat sb with respect *vp* (145) to be polite to someone and show that you think they are important

turn sth to your advantage *vp* (RS) to change something bad or difficult in a situation into something good that helps you

PROGRESS TEST Units 12–14

1 Choose the correct alternative (A, B, C or D) which completes the sentences below.

- 1 There are several reasons why I think you should go to university: , it'll help you get a job in the future, plus it's a great way to meet people.
A for a start B at the time C initially D from the first
- 2 Try to do at least ten minutes' exercise a daily basis
A in B at C on D with
- 3 It's now widely known that smoking is to our health.
A bad B detrimental C wrong D unhealthy
- 4 of what it says on the Internet, that is simply not true.
A Irrelevant B Despite C Never mind D Regardless
- 5 I've been work for six months now.
A up to B out of C off with D back for

(5 marks)

2 Complete the sentences below using one word from the box. There are more words than you need.

findings integration traces incidence consequence drawback exposure

- 1 Many experts have argued that too much to violence on TV can be extremely harmful to a child's well-being.
- 2 Because of the manufacturing processes used in food factories, almost any food product could contain of nuts, which is a problem for people with allergies.
- 3 Ironically, while some countries are facing food shortages, there is growing concern over the increased of obesity in others.
- 4 One of the of the report is that the problem is more widespread than was previously believed.
- 5 Three city centre restaurants had to close down as a direct of the reports from the health inspectors!

(5 marks)

PROGRESS TEST Units 12-14

- 3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and six words, including the word given.

1 The flight was delayed due to fog.

BECAUSE

It weather that the flight was delayed.

2 1980s pop music is becoming fashionable again.

VOGUE

1980s pop music is more.

3 It was my job to make the kitchen tidy.

RESPONSIBLE

I the kitchen.

4 I'd advise you not to go through the city centre as it gets very congested.

AVOID

If I were through the city centre as it gets very congested.

5 The class has just a few more girls than boys.

MANY

There as girls in the class.

6 Marcia will probably be too late to catch her train.

LIKELY

Marcia her train.

(12 marks)

- 4 Read the text and write the word which best fits each gap. Use only one word in each gap.

From: Jason Brown <jason100@brownmail.co.uk>

Subject: Hi!

Hi there,

I haven't heard from you for quite (1) while now. Did you get (2) last email I sent you? Things have been really hectic here, so I've had absolutely (3) time at all to myself. It would be good to meet up some time. What about (4) Tuesday after next?

We could go for a coffee after work maybe.

Anyway, drop me (5) line and let me know. Speak to you soon.

Jason

(5 marks)

PROGRESS TEST Units 12–14

5 Choose the correct alternative (A, B, C or D) which completes the sentences below.

- 1 You can keep your electricity bills down by turning devices off when they're not in use, rather than leaving them on
A stand-by B bystander C stand-off D stand-in
- 2 He works really hours because he needs the overtime pay.
A substantial B wide C big D long
- 3 The of exchange between the euro and the dollar tends to fluctuate quite a bit.
A level B rate C cost D price
- 4 Consumers are concerned about the rising of living.
A fee B charge C cost D rate
- 5 The country's transport system can only improve if there is adequate from the government for new roads.
A sponsorship B purchasing C contribution D funding

(5 marks)

6 Use the words in brackets to complete the sentences below. You must put the words in the correct tense and order.

- 0 I *have never forgotten* (forget / never) the day I saw my baby daughter for the first time.
- 1 I really (appreciate / you / remember) my birthday. It's so kind of you!
- 2 Well, things went from bad to worse, and I (end up / miss) the last bus home.
- 3 You (should / avoid / pay / never) bills, as they only add up.
- 4 I've always thought that (you / study / hard / the), the more you'll learn.
- 5 What I want to know is: why (rote learning / be) out of fashion for so long? Surely using repetition to remember something is an essential part of a good education?
- 6 Despite (use / never) this software before, I'm actually finding it quite easy to work with.
- 7 I arrived late due to my train (cancel) without any warning.
- 8 What this (country / need / badly / be) skilled workers to boost the economy.

(8 marks)

PROGRESS TEST Units 12-14

- 7 Use the word in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

<p>José García decided to migrate from Colombia to Spain in the summer of 2005. He's a highly (0) <i>qualified</i> dentist, and he'd heard (1) evidence from friends in Colombia that there was a real (2) in Madrid and other Spanish towns and cities of suitably (3) dental professionals. So one day in August 2005 he set off (4) from Bogotá, bound for Madrid. He'd never set foot in Europe before, and had various (5) , both positive and negative, about what life in Spain was going to be like. On the one hand, he'd been told about the almost (6) supply of jobs in all lines of work, and of the (7) of some of the people living there. And of course Madrid was one of the world's great (8) centres, a great cosmopolitan melting pot. But on the other hand, he'd heard of people having to live in cramped but expensive flats, knowing only people from their country.</p> <p>At any rate, he was absolutely adamant that he would only be in Spain (9) and that after a couple of years he would return to South America. Never did he have any (10) that he would end up settling down in Madrid. But that all changed very quickly when, on his flight from Bogotá, he met Larita, a Spanish IT consultant. They are now married with four children!</p>	<p>QUALIFY ANECDOTE SHORT SKILL OPTIMISM PRECONCEIVE EXHAUST PROSPER CULTURE TEMPORARY SUSPECT</p>
--	--

(10 marks)

Answer key

Progress tests

PROGRESS TEST Units 1-4

- ① 1 tirelessly 2 highly 3 severely 4 commonly 5 completely
- ② 1 He *may/might/could well have* missed his bus.
2 At this time of year I never go anywhere *without an umbrella in case it rains*.
3 We *needn't necessarily / don't necessarily have/ need to redecorate* the whole flat just because the bedrooms look a bit shabby.
4 I finally *came to terms with the fact* that we were no longer friends.
5 I don't *feel this design is up to scratch*.
- ③ 1 exaggeration 2 occupation 3 subsidised 4 adventurous 5 uncontrollable 6 living 7 chosen 8 pointless 9 savings 10 hereditary
- ④ 1 D 2 C 3 A 4 B 5 B
- ⑤ 1 have lived / have been living 2 never used to enjoy 3 have you had 4 are bound to go up 5 am contemplating selling 6 you were saying 7 seem to have run out of 8 must have been trying to call / must have tried to call 9 may well be stuck / have got stuck 10 is believed to have lived
- ⑥ 1 B 2 B 3 C 4 C 5 A 6 A 7 D 8 C 9 C 10 B

PROGRESS TEST Units 5-7

- ① 1 so 2 one 3 ones 4 others 5 they
- ② 1 I'd *be lost if I didn't* have a fast internet connection.
2 *As well as being able to* speak four languages, he's also a published poet.
3 It is unlikely that they *will pass him over* for the job because he's clearly very experienced in his field.
4 The meeting *had to be put off* until the following Tuesday.
5 Lisa spoke in a low voice so that *no one / nobody but Robert could/would hear*.
6 Tony must have been going on a long holiday, *judging by the size of* the suitcase he was carrying.

- ③ 1 atmospheric 2 acclimatise 3 foreseeable 4 ability 5 considerably 6 gathering 7 arranged 8 enthusiastically 9 endless 10 infectious

- ④ 1 A 2 C 3 B 4 A 5 C 6 C 7 B 8 A

- ⑤ 1 C 2 B 3 D 4 B 5 B

- ⑥ 1 Not having 2 have never heard of 3 Consumed 4 looking forward to getting 5 would succeed in passing 6 never to buy anything 7 less I understood 8 to drive 9 try to avoid eating 10 stopped speaking

PROGRESS TEST Units 8-11

- ① 1 labour-saving 2 long-term 3 hand-held 4 non-existent 5 mind-blowing
- ② 1 The first time I saw the contract, I *couldn't / could not / was unable to make sense of / was incapable of making sense of* it.
2 I *needn't have taken the/a map* with me because the route was very clearly signposted.
3 We *were unable to find (anything)* out about the artist before we saw her exhibition.
4 There's *no point (in)* going further afield, because we'll just have a long journey back.
5 With the exception *of Bob, everybody/everyone went for* the cheesecake for dessert.
- ③ 1 historic 2 reputation 3 exceptionally 4 applications 5 doctoral 6 employment 7 graduation 8 flexibility 9 socialise 10 activities
- ④ 1 B 2 D 3 C 4 A 5 B
- ⑤ 1 taught me how to swim 2 've told you 1000 times not to exaggerate 3 has never appealed to me 4 hadn't mentioned it to me 5 to go about looking for 6 'd wrap up 7 (had) agreed never to talk / to never talk 8 'm concentrating on improving 9 I finish / I've finished 10 I'd like to be able to use
- ⑥ 1 without 2 in 3 up 4 its 5 search 6 when/ after/once 7 in 8 into 9 a 10 with

PROGRESS TEST Units 12–14

① 1 A 2 C 3 B 4 D 5 B

② 1 exposure 2 traces 3 incidence 4 findings
5 consequence

③ 1 *It was because of (the) foggy weather* that the flight was delayed.
2 1980s pop music is *coming (back) into vogue* once more.
3 *I was responsible for tidying* the kitchen.
4 If I were you, I'd / *I would avoid going/travelling* through the city centre as it gets very congested.
5 There *aren't quite as/so many boys / are almost/nearly as many boys* as girls in the class.
6 Marcia *is likely to miss / not likely to catch* her train.

④ 1 a 2 the 3 no 4 the 5 a

⑤ 1 A 2 D 3 B 4 C 5 D

⑥ 1 appreciate you remembering / having remembered
2 ended up missing 3 should never avoid paying
4 the harder you study 5 has rote learning been / was rote learning
6 never having used / having never used
7 being cancelled / having been cancelled
8 country needs badly / badly needs is

⑦ 1 anecdotal 2 shortage 3 skilled 4 optimistically
5 preconceptions 6 inexhaustible 7 prosperity
8 cultural 9 temporarily 10 suspicion

Writing reference

Article

Exercise 1

Students should underline: more or less necessary, changed the way you learn languages, affect language learning in the future

Exercise 2

- 1 Yes – *more or less necessary:* paragraph 1; *changed the way you learn languages:* paragraph 2; *affect language learning in the future:* paragraph 3
- 2 first anecdote about booking a flight: you may get a better deal by checking the Internet; second anecdote about trying to learn Portuguese: the writer found himself/herself isolated studying an online course.

Essay

Exercise 1

- 1 *Students' own answers*
- 2 *Students' own answers*
- 3 my teacher; a formal style

Exercise 2

- 1 four (many embark on courses without being sure, many are not sufficiently mature, universities struggle, resources are wasted)
- 2 two (people lose study habits, acquire obligations)
- 3 in the last paragraph; yes

Competition entry

Exercise 1

Students' own answers

Exercise 2

- 1 *why they should be chosen:* paragraph 4; *what they find most enjoyable about studying English:* paragraph 1; *what things they do outside class to improve their English:* paragraph 2; *how they expect to use English in the future:* paragraph 3
- 2 *Suggested answers:* enthusiastic, hardworking, determined, constant, thorough, methodical, conscientious, ambitious
- 3 *Students' own answers*
- 4 phrases such as *I love, I take pleasure in, I have always enjoyed;* the activities the writer describes; the adjectives he uses to describe himself

Review

Exercise 1

- 1 You should compare two clothes shops, say what sort of clothes they sell, comment on the quality of the service, value for money, how fashionable they are and give recommendations.
- 2 readers of the magazine; informal

Exercise 2

- 1 Yes
- 2 with an introduction to shopping in Linz
- 3 a fashionable, formal, casual, not cheap, unique, competitive prices, in distinctive bright colours, generally good b attentive, polite, friendly
- 4 informal
- 5 It has a heading, and it is divided into sections with section headings. (However, this is not essential for a review.)
- 6 *Suggested answer:* You can buy special clothes in Melanie's but be careful because they're expensive. If you want brightly coloured clothes which are less expensive, The Parallel is a better choice.

Proposal

Exercise 1

- 1 *Students should underline:* make it easier for new foreign students to integrate, problems, say what you think, improved guidebook, social club, weekend activities, student advisors
- 2 The college Principal; formal

Exercise 2

- 1 Yes
- 2 *Suggested answers:* make easier – facilitate; have problems – have difficulties, find it hard; foreign – overseas; new – newly-arrived; from other countries – from other educational backgrounds; advisor – mentor
- 3 I would suggest, I would recommend, It would be a good idea to, I suggest

Report

Exercise 1

- 1 *Students should underline:* why you did the exchange, what you liked and disliked, recommendations for how it could be improved, director of the exchange programme
- 2 very formal
- 3 You must refer to educational matters and you can refer to personal experiences as well.

Exercise 2

- 1 *Things the writer liked:* opportunity to exchange ideas with teachers and students from another part of the world and with a different outlook, innovative solutions to local problems, improved language skills, increased cultural awareness
Things the writer didn't like: insufficient financial support, considerable expense
- 2 choice of formal vocabulary, e.g. *positive and negative aspects, recommendations for improvements, participated in the exchange, The benefits far outweigh the disadvantages*, etc.

Information sheet

Exercise 1

- 1 *Students' own answers*
- 2 students from other countries; quite informal

Exercise 2

- 1 It has a heading, an introduction, then questions (*FAQs = frequently asked questions*) and answers to the questions. The information sheet in Unit 12 was arranged as a table, with a column of information and a column of advice.
- 2 contractions, addressing the reader personally, use of imperative

Contribution to a longer piece

Exercise 1

- 1 *Students' own answers*
- 2 No
- 3 *Students' own answers* (It should be typical of the region.)
- 4 a general introduction to the area, why visitors will enjoy the typical place to eat
- 5 readers who are thinking of visiting your country; quite informal but enthusiastic and informative

Exercise 2

- 1 F – it has a general introduction to the area, but no conclusion.
- 2 T
- 3 *Students' own answers*

Letters

Exercise 1

- 1 *Students should underline:* pop festival, bad review in an international music magazine, explain how much you and your friends enjoyed the festival, how you feel about the review, *the four extracts from the review*
- 2 informal
- 3 *Students' own answers*

Exercise 2

- 1 Yes
- 2 informal, enthusiastic, colloquial
- 3 Yes: the final paragraph – this is to round off the letter on an enthusiastic note.

CAE model paper from Cambridge ESOL

Paper 1 Reading

Part 1

1 A 2 B 3 D 4 C 5 A 6 D

Part 2

7 C 8 F 9 G 10 D 11 E 12 A

Part 3

13 D 14 C 15 B 16 C 17 B 18 A 19 D

Part 4

20 A 21 F 22 B 23 E 24 E 25 A 26 C 27 D
28 B 29 D 30 C 31 A 32 B 33 D 34 F

Paper 2 Writing

Part 1

Question 1

CONTENT

For Band 3 or above, the candidate's proposal must:

- explain which two facilities should feature on the website
- describe contrasting benefits
- justify choices.

More able candidates will focus more effectively on the target reader's requirements.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices. Headed sections may be an advantage.

RANGE

Language of explanation and suggestion. Vocabulary related to learning facilities.

REGISTER

Formal to unmarked.

TARGET READER

Would be informed.

Part 2

Question 2

CONTENT

For Band 3 or above, the candidate's guidebook entry must:

- describe at least two animals (NB: maximum Band 3 for farmyard animals, maximum Band 2 for pets; no penalty for misspellings of names / use of L1 names)

- specify where the animals can be seen (NB: place name(s) need not be specified; 'natural surroundings' may be addressed as part of the general introduction; inclusion of zoo is acceptable as long as 'natural surroundings' are also addressed).

ORGANISATION AND COHESION

Clear organisation with appropriate paragraphing. Letter format is acceptable. The contribution may be two distinct paragraphs.

RANGE

Language of description.

REGISTER

Any register, as long as it is consistent.

TARGET READER

Would be informed.

Question 3

CONTENT

For Band 3 or above, the candidate's letter must:

- give early reason for writing
- explain why they are suitable for the job
- describe at least two local issues.

ORGANISATION AND COHESION

Letter format with appropriate opening and closing formulae. Clear organisation with appropriate paragraphing.

RANGE

Language of explanation and description.

REGISTER

Formal or semi-formal – must be consistent.

TARGET READER

Would be informed.

Question 4

CONTENT

For Band 3 or above, the candidate's article must:

- describe their house or flat
- outline at least two desirable changes
- explain the improvements these changes would make.

NB: the second and third points may be embedded in the first.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices.

RANGE

Language of description and explanation. Vocabulary relating to homes and decorating.

REGISTER

Any register, as long as it is consistent.

TARGET READER

Would be informed.

Question 5 (a)

CONTENT

For Band 3 or above, the candidate's review must:

- explain which character in the book they find most unpleasant
- comment on whether they would or would not recommend the book to other students.

ORGANISATION AND COHESION

Clear organisation into paragraphs with appropriate linking devices.

RANGE

Language of description, opinion and recommendation. Vocabulary related to describing character and giving opinions.

REGISTER

Generally consistent but may mix registers if this is appropriate to the approach taken by the candidate.

TARGET READER

Would be informed both about the character and about *Lucky Jim* in general.

Question 5 (b)

CONTENT

For Band 3 or above, the candidate's report must:

- briefly outline the plot of *The Pelican Brief*
- explain whether it will interest students in the candidate's class
- comment on whether it will help students with their language learning.

Given the wording of the task, it is probable that candidates would recommend the book for class study. However, they would not be penalised for saying that it would be an unsuitable choice provided that they justify their opinions.

ORGANISATION AND COHESION

Clear organisation into paragraphs with suitable linking devices. Headings may be an advantage.

RANGE

Language of narration, recommendation and evaluation. Vocabulary related to studying *The Pelican Brief* and to language learning.

REGISTER

Formal to unmarked – must be consistent.

TARGET READER

Would be informed as to whether or not *The Pelican Brief* would be an appropriate choice for study in the candidate's class.

Paper 3 Use of English

Part 1

1 B 2 B 3 A 4 A 5 B 6 C 7 D 8 A 9 C 10 C
11 C 12 B

Part 2

13 for/over 14 in 15 although/though/while/whilst
16 and 17 it 18 like 19 the 20 which 21 were
22 is 23 that 24 without 25 to 26 not 27 but/
except/beyond/ besides

Part 3

28 environmental 29 endangered 30 enable
31 willingness 32 permission 33 offence
34 inappropriate 35 preferable 36 erosion
37 destruction

Part 4

38 point 39 shot 40 run 41 hard 42 carried

Part 5

- 43 A great/good deal of work is required to make a good documentary film.
- 44 'Please take immediate action/steps/measures to find a solution / an answer to this problem!' said the Managing Director.
- 45 Concerns are being expressed with/in regard to the poor quality of the water.
- 46 Students with an ID card are / will be admitted free of charge
- 47 I am really grateful to you for sending me the information about voluntary jobs abroad.
- 48 I don't think you will / you'll have much difficulty/trouble (in/with) learning to drive an automatic car.
- 49 The lift has been out of order for a week.
- 50 Fatima's marriage came as no surprise to Paul.

Paper 4 Listening

Part 1

1 B 2 A 3 A 4 B 5 B 6 A

Part 2

7 east 8 ash(es) 9 bell 10 port/harbour 11 oak
12 factory 13 (plenty of) cream 14 plastic (foods)

Part 3

15 C 16 D 17 A 18 C 19 D 20 B

Part 4

21 D 22 B 23 G 24 E 25 F 26 A 27 B 28 F
29 G 30 H

Paper 4 Recording script

CD3 Track 2

This is the Cambridge Certificate in Advanced English Listening Test.

I'm going to give you instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you will hear this sound:

* * *

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

Part 1 CD3 Track 3

Now open your question paper and look at Part One.

You'll hear three different extracts. For questions one to six, choose the answer (A, B or C) which fits best according to *what you hear*. There are two questions for each extract.

Extract One

You hear part of a radio programme in which a recent prize-winning book is being discussed.

Now look at questions one and two.

* * *

Man:

Now, what makes a good science book? Is it one that satisfies an appetite for

knowledge or maybe one that restores a sense of wonder in the world? Maggie, you were one of the judges – what criteria were you using?

Woman:

Well, the factual content has to be up to the mark, of course. But, as so often is the case, it's the dynamism of the writing. Interestingly, our top choice this year was about the sea and though none of the judges were experts in that field, we were just bowled over. We really felt we were there with the divers.

Q1

Man:

Yes, but there was also a lot about jellyfish.

Woman:

They're extraordinarily beautiful, aren't they?

Man:

It's incredible – how is it that someone comes to spend his or her life studying jellyfish and I think, to me, that's one of the pluses of good science writing. While scientists are completely like the rest of us in some ways, they're also remarkable in how they choose to spend their time – totally focused on something most of us give no thought to at all.

Q2

* * *

REPEAT

Extract Two

You hear a man called Ian telling a friend about learning to play the piano.

Now look at questions three and four.

* * *

Woman:

I hear you're quite an amateur musician, Ian. So what made you take it up?

Ian:

I'd had a very worrying time, trying to hold work together and stave off redundancy, so when it all came to a head and I lost my job, I felt a sense of release. We'd inherited an old piano, and a neighbour started teaching me to play. You get an incredible feeling of learning to do something you couldn't do before – pretty unusual these days! And then *I nurture the probably vain hope that I* may be able to join a string quartet one day!

Q3

Woman:

You say your music teacher is your neighbour. How does that work?

Ian:

Well, just like any other pupil-teacher relationship. Just because I might occasionally bump into her in the street doesn't mean I should take her for granted. She hasn't got a degree in

Q4

music, but wow, is she gifted when it comes to playing! And nobody could be more creative in thinking up ways of appealing to the musical side of me. She does sometimes get irritated with me, but I owe her so much. Without her I'd never have got this far.

* * *

REPEAT

Extract Three

You hear part of a radio discussion about the work of the nineteenth-century writer Charles Dickens.

Now look at questions five and six.

Interviewer: People disagree about Dickens' work. Some love him while others find him overpowering. Which side are you on, Alan?

Alan: The thing about his work is that it's ridiculously uneven. This makes it hard to choose one novel and say this is the masterpiece. Within his huge output there's so much daring stuff. Also what's attractive is that he didn't spend months pondering about the structure and the plot. He just went for it. I admire his nerve and the way he pulled it off against the odds.

Interviewer: Dickens started his career as a writer very young, didn't he?

Alan: He had a few false starts – the law, and he worked in parliament – then his first success came when he was twenty-four. I can relate to his desire to find the right path. I was under pressure to follow a proper profession and the fact that I wanted to go into journalism took ages for my parents to come to terms with. They thought I'd never make any money. I can sympathise with his restlessness and his fear of settling down to being a banker, for example, as that would have been so limiting.

* * *

REPEAT

That's the end of Part One.

Part 2 CD3 Track 4

Now turn to Part Two.

You'll hear the food historian Nina Travis talking about the tradition of smoking fish in the Scottish town of Arbroath. For

questions seven to fourteen, complete the sentences.

You now have forty-five seconds to look at Part Two.

* * *

Nina Travis: Today I want to discuss the tradition of fish-smoking and one particular type of smoked fish that's experiencing a revival. Smoked fish, particularly salmon and mackerel, are regularly eaten in the UK and around the world. Salmon farms have grown up in the west of Scotland, especially around the islands. Another great and less well-known fish delicacy is smoked haddock. It's called the 'Arbroath smoky' as it was produced in Scotland in a town called Arbroath, situated on the east coast. This is the smoked fish I want to focus on today.

Q7

Historians tell us that the tradition of fish-smoking was brought to Scotland by Scandinavian seafarers over a thousand years ago. There's also a less reliable but more homely folk tale in Arbroath itself. Haddock used to be salted to preserve it and kept in wooden barrels. According to this tale, an old house burned down and when people were digging through the ashes to see if there was anything left, they came across some salted haddock, that had been smoked in the fire. They tasted it, found it delicious and that's how smoked haddock started!

Q8

Whatever the origin, when the trade was at its height in Arbroath, fishermen would go out to sea early in the morning and bring the haddock back. A man would be sent round the town with a bell to tell people that the boats were in, the equivalent of today's loudspeaker, I suppose. People would rush down to the port, where the fish was auctioned off, rather than being sent by lorry to the big cities as would be the case today. The traditional process was to clean the haddock, remove the heads and fasten the fish together in pairs before leaving them in salt overnight. The fish were then hung on sticks and suspended over the fire in the smokehouse. They were smoked over a hard wood such as oak, rather than the more available pine, for reasons of flavour.

Q9

Q10

Q11

Most small family-run businesses have faded out but a company has recently

- Q12 relaunched the 'smoky' in its traditional home – Arbroath. They've built a state-of-the-art factory there to produce the smoked fish in large enough quantities to sell to supermarkets. But what can you do with smoked haddock? In fact it's a very easy fish to handle. You just remove the backbone and the fish can be eaten cold or hot. My favourite method is to put the fish in a dish with, for example, onions and mushrooms, cover it with plenty of cream, bake it and serve it hot with potatoes or as a filling for pancakes.
- Q13 Let's hope the relaunch succeeds. Throughout Britain now, so many people are eating what I call 'plastic' foods which are mass-produced and taste horribly bland, while here's a traditional regional product which tastes delicious. Good luck to the smoky!
- Q14 Now you'll hear Part Two again.

* * *

REPEAT

Examiner: That's the end of Part Two.

Part 3 CD3 Track 5

Now turn to Part Three.

You'll hear a radio interview in which a composer, Sam Tilbrook, is talking about his life and work. For questions fifteen to twenty, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute to look at Part Three.

* * *

Interviewer: In the studio with me today is Sam Tilbrook, whose recent work has confirmed him in most critics' eyes as one of the foremost Canadian composers. Let's go back to your musical beginnings for a moment, and the thing that triggered your musical career – your mother insisting you should start learning the clarinet.

Sam Tilbrook: Q15 Well, she didn't have to insist. Because I was singing in a choir, I'd already been taught to read music, and that gave me the urge to write music – it was a purely instinctive thing, the next step, if you like. So I loved the idea of the clarinet and I've composed a lot for it over the years, even as a student.

Interviewer: So, did you know about music when you

started studying at the Toronto Music College?

Sam Tilbrook: I knew nothing about the rules of composition, and when I was confronted with official tuition, I found it difficult to make it tally with my own feelings about composing.

Interviewer: It was very brave of you to say, 'I know what the sound of my music is, and although my elders and betters are applying these incredibly persuasive systems, that's not for me, because it won't allow me to reveal what I can hear inside my head.' That's your approach, isn't it?

Sam Tilbrook: Q16 It's more complex than that. What I do when composing is improvise a chord, I like, then break it down to see if I can produce more of a similar type of sound. I add to it over time, so it's hardly like a bolt from the blue.

Interviewer: You've never had any impulse to follow the classical disciplines, have you?

Sam Tilbrook: I wouldn't say that exactly. But I do have a problem with music that imitates classical forms and then fails to deliver the goods.

Interviewer: I think you've said that as soon as you started composing, you were profoundly affected by the French composer Olivier Messiaen. What did he do for you?

Sam Tilbrook: Q17 It wasn't so much the way he composed, it was what he *did* that gave me hope. Funnily enough, to listen to him – not that I ever met him – you'd think he was steeped in tradition from the beginning of time! But in fact he invented a new sort of music in one go ...

Interviewer: Like including birdsong in some of his pieces ...

Sam Tilbrook: Which I considered putting in one of my symphonies, and then thought better of it – yeah!

Interviewer: Now let's talk about theatre, and the huge role it's played in your composing.

Sam Tilbrook: Well, it was pretty important to me. I used to act in an amateur dramatic society at school.

Interviewer: Q18 And that ignited your feeling for drama – when someone stepped on the stage, it was magic?

Sam Tilbrook: That sort of thing. It was extraordinary, having to learn your lines by heart and then deliver them under a spotlight.

You're on your own out there! Acting or playing an instrument in public – it's quite a challenge.

Interviewer: Your latest work took you a long time to write. Do you enjoy the whole process of composing?

Sam Tilbrook: I find it incredibly painful, sometimes terrifying, although I don't have an artist-must-suffer syndrome. I totally believe in what I'm doing, in the moment. So it's pretty hard, in the context of my work, to lay off for a while. And very often if I come up with an answer to a problem, I'll just walk away from it – it's too easy.

Q19

Interviewer: The moment you have some sense of certainty, you think, 'Forget it!'

Sam Tilbrook: Unpredictability certainly appeals to me more.

Interviewer: You talk a lot about art versus music. Maybe you envy modern artists who can put their intuition directly onto canvas, which is something composers can't do?

Sam Tilbrook: There's no equivalent in music to taking a big brush, making a gesture, completely unplanned, and seeing what the effect is. My work is intensely practical – it's slowly constructed out of tiny carefully chosen elements. Painting can be more spontaneous, less considered, but that kind of art means the public may not get much out of it after their first encounter with it.

Q20

Interviewer: Sam Tilbrook, thank you for being with us.

Now you'll hear Part Three again.

* * *

REPEAT

Examiner: That's the end of Part Three.

Part 4 CD3 Track 6

Now turn to Part Four.

Part Four consists of two tasks. You will hear five short extracts in which people are talking about education. Look at Task One. For questions twenty-one to twenty-five, choose from the list A to H each person's occupation. Now look at Task Two. For questions twenty-six to thirty, choose from the list A to H what each person is doing when they speak. While you listen you must complete both tasks. You now have forty-five seconds to look at Part Four.

* * *

Speaker 1: You can do all sorts of courses at college nowadays, get qualifications in things you never even knew existed. It's marvellous really. What we really need to know is how hard to push her. We neither of us went to college ourselves, and we don't really know how much work they have to do. Is she doing enough homework? It seems like a lot to us, but as I say, we can't tell.

Q21

Q26

Speaker 2: The thing that concerns me is that higher education is not fitting young people for the world in which they are going to find themselves. It's no use their dreaming up fancy policies if they produce too many teachers and not enough mechanics. They should be more in touch with the real world – turning out people to fit jobs we want done in the manufacturing industries. We can't be expected to turn in a profit if we can't get the labour with the right skills.

Q27

Q22

Speaker 3: When I started, I thought they'd be difficult to handle, wandering about, trying to fiddle with things, touching the things on display. Actually, they're usually very well behaved. And they're much better informed than most members of the public. It's often a visit that ties in with a history project and sometimes I help the teacher prepare worksheets. They ask some difficult questions, too, sometimes. It's quite challenging, in a pleasant sort of way.

Q23

Q28

Speaker 4: Well, we do sometimes get a youngster coming in from his school with glowing reports about how many junior records he's broken and so on. But we don't take too much notice of that. What we do is, we put everyone through three months of intensive training, mainly to get rid of all the bad habits they've picked up, and see they're really fit, and then we start selection and specialisation after that. We find it works really well.

Q24 & Q29

Speaker 5: I know you've all been wondering about the details for next week. Well, I can now tell you that the Education Minister herself will be on the campus for most of the day on Wednesday, and she will be spending part of the morning in this faculty, looking in on some lectures and having coffee with us here in the common room. I myself will be lunching

Q30

Q25

with her along with other department heads and the senior administrative staff.

Now you'll hear Part Four again.

* * *

REPEAT

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when you have one minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Paper 5 Speaking

There are always two examiners in the Speaking paper. One examiner sets the questions and the other just listens. The examiner who listens assesses your speaking performance according to these five criteria:

GRAMMATICAL RESOURCE

- Can you find a range of grammatical structures to deal effectively with each task?
- Can you use a range of grammatical structures appropriately?
- Can you use both simple and complex grammatical structures accurately?

Grammatical resource is relevant to all four parts of the Speaking paper.

VOCABULARY RESOURCE

- Can you find a range of vocabulary to deal effectively with each task?
- Can you find a range of vocabulary to discuss unfamiliar topics?*
- Can you use complex phrases (e.g. common collocations) as well as single items of vocabulary effectively?

Vocabulary resource is relevant to all four parts of the Speaking paper.

*NB: Familiar topics are more personal and include talking about family, home, studies/work, hobbies, etc. Unfamiliar topics are more general and include talking about social issues such as how new technology or pollution influences our lives.

DISCOURSE MANAGEMENT

- Can you organise your ideas clearly and effectively for each task?
- Can you sustain a conversation which is relevant to the themes or arguments of each task?
- Can you speak fluently without long pauses or lots of hesitations?

Discourse management is especially relevant to Speaking Part 2 and Part 4.

PRONUNCIATION

- Can you speak clearly and intelligibly on the topics and themes of each task?
- Can you use stress and intonation appropriate to the meaning of your sentences?
- Can you produce individual sounds sufficiently clearly so that one word is not confused with another?

Pronunciation is relevant to all four parts of the Speaking paper.

INTERACTIVE COMMUNICATION

- Can you help another speaker to develop his/her discussion more effectively?
- Can you make an appropriate contribution to a discussion by asking relevant questions?
- Can you use a polite but friendly and semi-formal tone throughout each of the tasks?

Interactive communication is especially relevant to Speaking Part 3 and Part 4.

The examiner who sets the questions will also give you a mark based on his/her impression of your performance over all four tasks in the test. This is called GLOBAL ACHIEVEMENT.

Complete CAE is a brand new course for the CAE exam. It combines the very best in contemporary classroom practice with stimulating topics aimed at mature teenagers and young adults. The course covers every part of the updated CAE exam in detail providing preparation, practice, information and advice to ensure that students are fully prepared for every part of the exam.

Informed by Cambridge's unique searchable database of **real** exam papers, the Cambridge Learner Corpus*, and providing a complete CAE exam paper specially prepared by Cambridge ESOL, *Complete CAE* is the most authentic CAE exam preparation course available.

Complete CAE Student's Book:

- contains 14 topic-based units, each covering one part of each CAE paper
- is based on the Cambridge Learner Corpus to help students tackle typical CAE problem areas
- includes a complete model exam paper supplied by Cambridge ESOL
- includes a CD-ROM (for Windows, XP, Vista and Mac OSX 10.4) which contains a range of exercises ideal for self-study
- provides Writing and Speaking reference sections dedicated to the Writing and Speaking papers
- contains a comprehensive Grammar reference section.

Complete CAE Teacher's Book:

- contains full teacher's notes with advice on classroom procedure and extra teaching ideas
- includes photocopiable activities, progress tests, wordlists, keys and annotated recording scripts.

Other components of this course:

- *Student's Book without answers with CD-ROM*
- *Student's Book with answers with CD-ROM*
- *Student's Book Pack*
- *Class Audio CDs*
- *Workbook without answers with Audio CD*
- *Workbook with answers with Audio CD*

*Find out more about the Cambridge English Corpus at www.cambridge.org/corpus

CEFR level:	Cambridge ESOL exams:
C2	Cambridge English: Proficiency (CPE)
C1	Cambridge English: Advanced (CAE)
B2	Cambridge English: First (FCE) Cambridge English: First (FCE) for Schools
B1	Cambridge English: Preliminary (PET) Cambridge English: Preliminary (PET) for Schools
A2	Cambridge English: Key (KET) Cambridge English: Key (KET) for Schools

CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exam candidate papers.



Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

CAMBRIDGE QUALITY GUARANTEE

ISBN 978-0-521-69845-0



9 780521 698450